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ABSTRACT

This proceedings contains papers from the 1998 annual conference of the Pacific Islands Association of Libraries and Archives (PIALA). After welcoming remarks from Henry Robert and Isabel Rungrad, the following papers are included: "Sharing Our Successes, Discussing Our Future: A Survey of Pacific Collections Activities--Report from the University of Hawaii's Conference" (Karen M. Peacock); "Curriculum Development and the Preservation of Kosraean Language and Culture" (Alister Tolenoa); "Peace Corps Micronesia: 'The Library Development & Reading Education Project'" (Jeff Henry, Lee Allison, Rose Rojas, and Kani Le); "The Hawaii Library Association and PIALA: A Pacific Partnership" (Ruth Horie); "How Can Tourism Support and Archive Conservation in Kosrae?" (Justus Alokoa); "Status of Conservation in Kosrae" (Simson Abraham); "'Strengthening Academic Programs': The College of Micronesia-FSM Title III Project" (Jean Thoulag); "Daniel Peacock and the Foundation for Micronesia's Libraries" (Nicholas J. Goetzfriedt). Statements from the presentation of the 'PIALA Lifetime Achievement Award' to Daniel J. Peacock are presented, as well as farewell remarks by Aaron F. Sigrah. Reproductions of three PIALA resolutions and a "Florence Nalezny Warpha Book Award' bibliography on peoples and cultures of the world are also included. (AEF)

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Libraries, Archives and Museums:

What's in Them for Us?

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Selected Papers from the
8th Pacific Islands Association of Libraries and Archives
Annual Conference

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PIALA '98

Libraries, Archives and Museums:

What's in Them for Us?

Selected Papers from the
8th Pacific Islands Association of
Libraries and Archives Conference

Edited by
Arlene Cohen

November 17-20, 1998

Rose Mackwelung Library
Tofol, Kosrae
Federated States of Micronesia

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PIALA '98 Conference Theme

Libraries, Archives and Museums: *What's in Them for us?*

When we talk about libraries, archives and museums, most of us just think of places or buildings. Often times, people see the library, archive and museum as a place to store out-dated books and useless records and artifacts. These places are also thought of as only places to relax, chat, meet friends or see objects or ornaments that have no meaning.

We as librarians, archivists and museum curators are not there to just stare at books, written documents and objects all day long. We are not only storing books, records and objects, we are also providing, serving and spreading knowledge, skills and information our users and future generations can store and use for a lifetime.

People will never notice what is inside these buildings unless we as librarians, archivists and museum curators do a good job promoting these resources. Our role is to tell our communities what is inside these buildings and how important and useful they are to us.

Preface and Acknowledgments

The publication of these *PIALA '98 Proceedings* continues a tradition of publishing papers from each annual conference of the Pacific Islands Association of Libraries and Archives (PIALA), begun in 1993. Every year, the editor attempts to gather for publication all the papers presented at the conference, hopefully benefitting librarians, archivists, educators and others interested in the Pacific islands. This year, as in others past, most of the papers are included, with but a few missing.

Established in 1991 as an association of Micronesian librarians, archivists and people working in museums, PIALA has grown to include people from throughout the entire Pacific and many other parts of the world. Our first conference, held in Koror, Palau in 1991 was the beginning of what is now an anxiously awaited annual event, drawing people not only from Micronesia, the South Pacific, Hawaii and the mainland United States, but places as far reaching as Finland.

With each PIALA conference, new traditions are established and special memories shared by those who come. This is just as true with *PIALA '98*. This year, we established the *PIALA Lifetime Achievement Award* and had the honor of presenting the award to Daniel J. Peacock, whose work and influence in Micronesian library development still stands today. Another first was the establishment of a partnership with the Hawaii Library Association (HLA). That relationship was sealed when Ruth Horie, representing the HLA, presented a resolution to PIALA for a partnership with the HLA, and the passage of a PIALA resolution establishing that partnership. Two other resolutions concerning the regional relationship to PREL (Pacific Resources for Education and Learning) were also passed at *PIALA '98*.

Following tradition, a pre-conference workshop on *Basic Card Cataloging* was offered, as well a follow-up meeting to last year's post-conference workshop, *Library Advocacy and Policy Development*. *The Florence Nalezny Warpea Memorial Books to Micronesian Libraries* program, established and funded by Rita C. Warpea, a former Pohnpei Public Library librarian in memory of her mother, was also continued this year. The program provided over 100 children's books related to people and cultures of the world to the Rose Mackwelung Library in Kosrae, and was again coordinated by Mark Goniwiecha of the University of Guam RFK Library.

The success of *PIALA '98*, as with all our past conferences, would not have been possible without the energy, support and efforts of many individuals and organizations. The *PIALA '98 Kosrae Planning Committee*, under the able leadership of Rev. Takeo Likiaksa deserves much of the credit for this outstanding conference. Special thanks are also due to Helen Mulchieg for her energy and unending commitment to PIALA and Aaron Sigrah for his efforts to help this editor put words on paper!

Most special occasions in Kosrae are marked with music and song to welcome and celebrate the event. In keeping with this tradition, our conference began with a beautiful musical opening and a special thanks is extended to the musicians, Aaron F. Sigrah, Thomson T. Siba, Lyndon P. Abraham, Joyce A. Sigrah and Aaron H. Sigrah. Thanks and appreciation is also extended to the Honorable Moses Mackwelung, the Governor of Kosrae State, the Honorable Hiteo Shrew, Speaker for the 6th Kosrae State Legislature and the Kosrae State Department of Education staff and personnel for their strong support.

The generous support of the Kosrae branch of the Bank of Hawaii, Black Micro Corporation, Pacific Fishing Venture, Inc., Semo-Micronesia, Inc., Gumdrop Books, the Pohnpei Library Association, Perma Bound, YHR Store, Senator Josiah Simon and family, Tropical Breeze, Continental Micronesia, Itci Kumi Lelu, Neime Car Rental, Jorim Car Rental, Nena Car Rental, Kosrae Nautilus Hotel, Sandy Beach Hotel, Kosrae Village Resort Hotel, Pacific Tree Lodge Hotel, Mrs. Kioko T. Likiaksa, Sansrik Youth Club and the Aaron H. Sigrah family also contributed to the success of the conference. Thanks also to the many vendors who generously provided materials, although they could not join us.

And lastly, and yet again, a special thanks to Bruce Best and Mike Dabchur of the University of Guam PEACESAT station for keeping up with the challenges of using the satellite to keep the PIALA Board members in touch over these many years; and to my husband Steve who has given up spending many weekends with me this past 5 years as I edited these *Proceedings*!

Arlene Cohen, Editor
Mangilao, Guam

July 1999

Kosraean Welcoming Hymn

Fwin Sahksin Luu Leum

Fin sahksin lun Lemu finol Kelferi
Srah saok sororlah keik
Misa Lal molela ma koluk luk
Yoklena lungse Lal nu sik.

Chours

El owolek insiom Lan utyak
El kena eis kom nu yorol
El keoklena in soane kom we
In eis kom nu yen Sel ingo.

Sie len El a fwa tuku eis met Lal
Met wo Lal fa Oelul nu we
Tefuro wolena oan fin Sifel
Yoklena lungse Lal nu sik.

On the Cross of Jesus

On the Cross of Jesus at Calvary
His precious blood flowed
To wash away my sins
Because he loves me.

Chorus

He knocks the door of your heart
For He wants you to be with Him
He yearns for you to be with Him
To be with Him in his Glory.

One day He will come get His people
But only those that are saves
My Crown will be worn in Glory
Because He love me.

Welcoming Remarks

Robert Henry, Director
Kosrae State Department of Education
Tofol, Kosrae
Federated States of Micronesia

Greetings to our Guests - *Eke Wo Everyone*

I am very honored and privileged to have this opportunity to welcome you to the 8th annual *Pacific Islands Association of Libraries and Archives* -- or as it is also called PIALA -- *Conference* here in Kosrae. I want to thank you for choosing Kosrae to host this conference -- a first for us.

This conference is very timely as we attempt to address some of the development issues confronting our State, Nation, and Pacific Region. Not only is the conference important for that matter, it is also vital as library development issues in many ways are inter-linked to several of our social and economic development issues.

The theme for this conference, *Libraries, Archives and Museums: What's in Them for Us?*" triggers me to think about our current resources and how we utilize those resources. It also triggers memories of what our libraries in Kosrae were like ten to fifteen years ago. The term *archive* tells me about history. I remember when we had only one library and in it -- a very small reference collection. It did not have special areas such as a *Pacific Collection*, nor did it have a section for computers. No children's section was available. Minimal collaborative efforts existed between stakeholders (i.e., patrons, service providers, and inter-agencies). Collection of materials was belated due to economic limitations. The use of technical assistants was a treasured service component that was unfortunately limited as well.

I share these remembrances with you today because these areas and many others bear a library history that's all archived in our memories. They either show progress or stagnation; however, regardless of how they have developed, these areas are equally important to our social and economic development and must be continually addressed in our regions as time goes by.

Making connections, sharing of resources and collaborative efforts between inter-departments,

inter-agencies, inter-islands, and inter-regions must be the footing to our development efforts. Continuous upgrading of our systems must take precedence. In addition, tapping of resource-rich alternatives need to be sought to ensure sustainability.

My challenge for this forum is:

> *How can we develop our library systems to the stage where the systems themselves are sustainable and can serve as mediums to enrich all areas of academia, our unique cultures, our unique societies, and our local economies?*

An important aspect of that challenge not to be overlooked is our connectivity between each other and/or our web of inter-networks.

In the age of modem communication systems, particularly the Internet, we have more opportunities and challenges ahead of us that we can richly benefit from. Sharing of resources and acquisition of materials will no longer seem to be an impossible or difficult task to overcome; instead, it will become a task requiring coordination, better understanding of needs and cooperation. It will become a task needing our understanding the diversity of the people in this region.

Finally, as we look into developing and improving our library systems, it is important that I point out a few facts I also presented at the last *Federated States of Micronesia Youth Conference*, held here this past summer. Our populations continue to increase. According to the 1988 Federated States of Micronesia public census, Kosrae's youth and young adolescent population between the ages 14 and 28 make up more than 40 percent of the entire native population. Youths between the ages 12 and 18 make up more than 25 percent; and those between the ages of 0 and 18 make up more than 50 percent. What these figures are telling us is that more than 50 percent of our native population is composed of more young people that will be entering the 21st Century. What must become part of our long-term planning before the coming millennium is to provide the best quality library services available for all people in these regions. With that, I leave you with another challenge:

> *To continue to meet and/or keep up-to-date with our ever-changing needs well into the 21st century.*

Once again, I end here with a big *Kulo Na Ma Lulap* for this opportunity and wish you the greatest success in this year's PIALA conference. Welcome again to our beautiful island of Kosrae, and to our own natural scenic museum -- *The Sleeping Lady*. Enjoy your stay here with us and make yourselves feel at home.

Again, I wish you a successful conference. Thank you very much.

Isabel Rungrad, PIALA President
Yap State Public Library
Colonia, Yap
Federated States of Micronesia

Good afternoon. Greetings to the Honorable Moses Mackwelung, Governor of Kosrae State, the Honorable Hiteo Shrew, Speaker of the 6th Kosrae State Legislature, Mr. Henry Robert, Director of Education, ladies and gentlemen.

Welcome to the 8th annual PIALA conference. As we all know, or rather have heard of PIALA as the Pacific Islands Association of Libraries and Archives, it is my pleasure to say a few words and thank each and everyone for being with us during this conference. What ever you decide, whether to remain through this whole week or stay for few days, please make yourselves feel comfortable as much as possible. If you find you need to know more about Kosrae, please ask Rev. Takeo or Helen Mulchieg. If you need to ask a question, or know something about PIALA, please feel free to ask Dakio Syne, Lynn Sipenuk, Helen Mulchieg, Arlene Cohen or any other members of this association.

Our PIALA theme for this year's conference is *Libraries, Archives and Museums: What's in Them for Us?* To simplify the three, they are all related to buildings and institutions that preserve, maintain and contain materials - the three names of places that keep books, government documents, artifacts and other resources.

This year's theme and logo characterize an awareness and a very important meaning to us and our communities. Often times, people see the library, archive and museum as storage of outdated books, outdated and useless records and artifacts. These places are also thought of as places to relax, chat, meet friends and see objects or ornaments that make no sense at all. We as librarians, archivists and museum curators may seem to be there just to stare at books, written documents and objects all day long.

People in our communities must understand that these three institutions are important resources to them. I must say that this year's theme and logo symbolize a great deal we should understand and cherish. We are not only storing books, records and objects, but we are also providing, serving and instilling knowledge, skills and information which our users and future generations can store and use for a life time.

I want to close with the thought that there are many ways to pass on knowledge. The Yapese have a saying -- *Gubin uw e ggan ni ngan ka' ni bay bugi thin ni yagagen* which in translation means *Every bite of food chews there should be a single word going with it.* Much knowledge is passed on when families gather at meals and this saying reflects the way we learn from hearing and listening to the words spoken. With every bite of food going down to the

stomach, a single word is going up to the brain. When you hear a word, one can learn from it, just as when swallowing of a bite of food, one's body is nourished. We do not get all our knowledge from books or written materials. By listening and hearing the words we also learn and try to digest the words we have heard.

Another path to knowledge is through libraries and books, which are totally different in many ways. People also use libraries, archives and museums to get information. We must keep in mind that as librarians, we are also here as fountains of nourishment. We feed, discipline, help and educate the people of our communities and islands, providing yet another way to pass on knowledge.

Kamagar gad
Kulo ma lalap
Komol tata
Sulang
Kilisou chapur
Si Yu'os Ma'ase

Thank you all very much.

Sharing our Successes, Discussing our Future: A Survey of Pacific Collections Activities -- Report from the University of Hawai'i Conference

Karen M. Peacock, Ph.D.
Pacific Collection
University of Hawai'i at Manoa Library
Honolulu, Hawaii

Friends, colleagues and honored guests, I am pleased and honored to offer the keynote address for this PIALA conference. I was a last minute substitute speaker and recently, I too spent a great deal of time recently organizing a conference in Honolulu. When your officers contacted me, I was not sure what I could prepare, given the time constraints, as a proper and fitting talk for PIALA. Several of my University of Hawai'i (UH) colleagues urged me to talk about the Pacific library conference I had just organized and I decided that they were quite right -- it seems most appropriate to share with you some of the news of activities in libraries across the Pacific region. [1]

The 23rd annual *University of Hawai'i Pacific Islands Studies Conference, Pacific Collections: Developing Libraries for the 21st Century*, 5-7 November 1998, was cosponsored by the University of Hawai'i Center for Pacific Islands Studies (CPIS) and the East West Center's Pacific Islands Development Program. Speakers and participants came from Hawai'i, the United States, Australia, New Zealand, the Marshall Islands, Federated States of Micronesia, Republic of Palau, Guam, Fiji, Solomon Islands, Samoa and Papua New Guinea.

The conference was made possible thanks to Dr. Robert Kiste, our CPIS Director whose interest in libraries has been a constant factor in the development of the University of Hawai'i Library's Pacific Collection. The conference had its origins in the *Pacific History Conference* at Hilo in 1994, when a group of librarians held a roundtable discussion group. Dr. Kiste attended that session and was impressed with activities of librarians engaged in collecting, preserving and making accessible the materials published by and about Pacific Islanders. Dr. Kiste felt that the topics raised deserved further examination and a wider audience, and urged me to organize a conference on Pacific Collections, as one of the annual Pacific Islands Studies conferences. Indeed, federal grant money from CPIS made the gathering possible, particularly in funding travel for guest speakers from the Pacific Islands region.

Before I describe to you some of the activities of the conference, I should like to publicly acknowledge two people whose contributions deserve special recognition. My colleague, Dr. Tisha Hickson, was co-organizer of the conference, and her efficiency and organizational skills were, as always, very impressive. She made even the difficulties easy to resolve and I want to express my gratitude. Secondly, I want to acknowledge the stalwart efforts of my friend and fellow Pacific librarian, Ms. Lynette Furuhashi, who is known to many of you who have visited the UH Library. She was the one who kept me on track as I worried about travel schedules, program content and all the myriad of arrangements for the conference. She also prepared two fine conference exhibits, one of Pacific Islands literature and a second of materials from Island libraries.

The program began with a welcome chant by Dr. Kanalu G. Terry Young of the UH Center for Hawaiian Studies. After welcoming remarks from UH faculty, the first presentation offered a roundtable discussion in which librarians described their institutions' programs and current activities. To highlight some examples from this regional reporting, Jayshree Mamtora of the University of the South Pacific (USP) covered the work of the USP Library's well-known Pacific collection and the Pacific Information Centre (PIC), whose latest *South Pacific Bibliography*[2] has just been published. PIC began in 1982 and was set up through funds from Canada. Its goal was to collect material from the Pacific Islands, which is deposited in USP Library's Pacific Collection (currently over 50,000 volumes). Today the major emphasis of PIC is to act as a publishing arm of USP Library. Mamtora discussed the difficulties of keeping track of regional publications, a problem many of us know all too well. Staff travel at USP doubles as acquisitions time, and USP Centre Libraries in the member countries also contribute materials to the main campus in Fiji. USP maintains a Pacific music archive and a video collection, and the Library is a repository for USP theses. Recently librarians of PIC and USP's Pacific Collection prepared sections on Fiji, Solomon Islands, Tonga, Vanuatu and Samoa for the American Library Association's publication, *Guide to Official Publications of Foreign Countries.*[3]

Kathy Creely of the University of California at San Diego's (UCSD) Melanesian Archive works to collect, preserve and provide access to anthropologists' field notes, theses and other archival records. Finding aids for these and other valuable resources are available through *Online Archive of California*[4] and manuscript materials are filmed and sent gratis to Melanesian libraries. At UCSD, the Pacific Islands book and serial holdings are integrated within the general Library stacks. Scholars can consult the *Hill Collection of Pacific Voyages* in the Special Collections Dept., with over 2,000 European voyage accounts from the 16th to the mid-19th century. UCSD also houses the Scripps Institution, whose Library includes oceanography studies for the Pacific Islands, and special items such as records from scientists present at the Bikini atomic tests. Although Creely noted that visiting scholars are the principal users of the Melanesian Archive, her work in repatriating microform of primary source documents to Melanesian nations has given UCSD a strong presence in the Pacific Islands.

Reporting from a New Zealand academic setting, Max Broadbent of the Macmillan Brown Library at the University of Canterbury in Christchurch discussed the history of his library. In addition to book and serial holdings, Broadbent noted the archives and manuscript collections relating to both New Zealand and to the Maori. The library's holdings include over 40,000 photographs, many of Pacific Islands and Pacific Islanders. In the future, he is expecting to receive the archives of the Pacific Leprosy Association, a valuable resource for study. Development of Pacific Studies at the university has had a strong role in promoting library growth.

Smaller island libraries were well represented. Mataina Te'o of Nelson Library in Apia, Samoa runs a public library, including a Pacific Room with an emphasis on Samoan materials. Te'o also has a Robert Louis Stevenson collection and Samoan archival holdings. She has faced problems familiar to many of you: cyclones damaged the Library in 1990 and again in 1991. However, the biggest problem confronting the Nelson Library is that faced by so many Pacific Islands libraries as well -- staffing. Experienced staff leave for jobs with better salaries, and the Library serves as a training ground without being able to retain personnel. Space problems also plague the Library, and preservation concerns are a constant factor, although fortunately the Pacific Collection is housed in an air-conditioned area. Te'o also noted the heavy local use of the Nelson Library, a sign of strong community involvement.

Togi Tunapopo, who received his Master of Library Science from Victoria University, is head librarian at the National University of Samoa (NLS). He covered the problems and progress in beginning an academic library, and stressed the importance of working closely with faculty. The NUS Library has a separate Pacific and Samoan Collection and has begun implementing an online catalog. Emphasizing the importance of local ties, Tunapopo noted efforts to collect theses and papers by the NUS faculty. In July 1998, NUS Library gained Internet access, a great help in acquisitions work and facilitating communication.

The conference also heard from a very active PIALA member, Palau Community College (PCC) librarian Jane Barnwell. Although Barnwell faces space problems, she is building a strong Palau and Pacific collection and is seeing a dramatic increase in users. Barnwell underscored this point with statistics showing that with only 450 students at PCC, the Library had logged 12,086 users in the month of October 1998. The fact that the Palau Public Library is closed has sent many users to the College, but so has the availability of important reference sources and materials. Barnwell underscored the importance of acting locally to collect government documents and other Palauan publications. She also noted the importance of personal relationships for library development, and I can attest to this as well, as UH's strong contacts with Barnwell and the staff at PCC have been of benefit to both our institutions in terms of reference help and acquisitions.

At the University of Papua New Guinea (UPNG), Joseph Naguwean heads the New Guinea Collection, which contains 4,000 theses and over 20,000 photographs, in addition to the

extensive monograph and serial holdings. Missionary records are also part of the New Guinea Collection. The UPNG Library itself was a gift to the people of Papua New Guinea from Australia at the time of independence. Naguwean stressed the importance of UPNG's oral history work, with students going out to interview elders. Transcripts of the interviews are housed in the New Guinea Collection. At UPNG, problems surrounding the lack of book budgets and difficulties in training and retaining librarians sounded a common theme for many island libraries.

From an academic library well known to all of you, Dr. Nicholas Goetzfridt of the RFK Memorial Library at the University of Guam (UOG) described the new *Micronesian Resource File*, a collection of over 2,000 articles, papers, and essays accessible through OCEAN, the RFK Library online public access catalog. This very important compilation came about through the work of Dr. Don Rubinstein of the University of Guam Micronesian Area Research Center, and PIALA members Arlene Cohen and Rick Castro of the RFK Library. Access to OCEAN is now available on the Internet at http://uog2.uog.edu/rfk or telent://ocean.univguam.edu.gu . A separate resource and one with which all of you are familiar is the Micronesian Area Research Center at UOG, employing both a card catalog and Bibliofile and Procite databases. Goetzfridt also noted that librarians at UOG have worked on the *Union List of Serials for in the Libraries of Guam and Micronesia*. [5] The project, began in the late 1980's as a union list of serials for Guam was expanded in 1992, through the efforts of PIALA, to include libraries throughout Micronesia. Sources of this type encourage resource sharing and increase awareness of libraries in the region.

Moving from Guam to New Zealand, Stephen Innes of the University of Auckland works with the 90,000 volume New Zealand and Pacific Collection, strengthened by Innes' acquisitions travel to Pacific Island nations. This collection consists largely of published works and covers all of the Pacific Islands. A Maori manuscripts collection is also part of the New Zealand and Pacific Collection, as is a large collection of daily newspapers (with historical newspapers on microfilm). University of Auckland has 25,000 students and 1600 faculty. The Library recently produced the *Index to Maori Land Records* [6] a vital tool for research. Reference, acquisitions and instruction are the Library's key activities and in recent years emphasis has been placed on bicultural issues in services to Maori.

Housed at Australian National University, the work of the Pacific Manuscripts Bureau (PMB) is internationally recognized, and PMB's Elan Maidment detailed the history of the Bureau. Begun in 1968, the Bureau has created over 3,000 reels of film, as well as indexes and catalogs. Currently the Bureau is engaged in surveying archives and collections of papers in the Pacific Islands, placing highest priority for microfilming on *at risk* records. The original records remain with the owner, who also receives a copy of the microfilm. Special projects, such as the microfilming of American whaling logs for the Pacific, have been important both to PMB's development and historical research.

On behalf of UH Library, I presented a short talk on the work of the Pacific Collection. Many of you know of our activities, and I have close contacts with a number of librarians in the audience today. The UH Pacific Collection has two librarians: myself and Lynette Furuhashi, and our holdings are over 87,000 volumes of books and serial titles. UH collects comprehensively: any format, any language for material by or about the Pacific Islands. In my talk to the November conference, I emphasized the following areas:

UH Databases The University of Hawaii's online library catalog is accessibleon the Internet, as is the *Hawaii and Pacific Journal Index*. The Internet URL for the UH Library catalog is http://www.lib2.hawaii.edu:1080/ . This takes you to the *UHCARLWeb* site, where you can click on *UH Manoa Library Catalog* or on *Journals and Reference*. If you click on the latter, you will have an option to select various databases, one of which is the *Hawaii and Pacific Journal Index*. This index is the only ongoing periodical index for the Pacific Islands region and is heavily used in Hawaii, the United States and around the Pacific region.

Special Collections UH houses the microfilm set of the *Trust Territory Archives*, which is also held at the national archives in the Marshall Islands, FSM, CNMI and Palau, as well as at the United States National Archives and the Australian National Library. A number of smaller manuscript and some photo collections are also part of the Pacific Collection.

Publications Our quarterly acquisitions list is sent free to over 250 libraries and researchers. Lynette Furuhashi, the Editor maintains the mailing list and may be contacted to be placed on it. [7] She has also published a compilation of all University of Hawai'i theses related to the Pacific Islands, with an index that provides geographic headings. This work is available from CPIS at UH. [8]

Microfilming UH has worked to preserve regional newspapers through an ongoing microfilming program done through contract with a local Honolulu company.

Gifts & Exchange The UH Pacific Collection maintains an extensive effort to supply regional libraries with the many books and serials that we receive which duplicate our holdings. Through this program Micronesian libraries have received both new UH Press books and older, out-of-print classics. The most recent work sent out was the new CPIS publication, a film guide for the Pacific titled *Moving Images*. [9]

Teaching Every other year, I offer a graduate course on Pacific Resources through the UH School of Library and Information Science. A number of PIALA members have taken this course, including Judy Caldwell and Maxine Becker.

New Endeavors I am happy to announce that UH Library has received a $100,000 grant from the Institute of Museum and Library Services that will enable UH to put digitized

images of photos from Micronesia on an Internet accessible Website. This means that the Trust Territory Archives photos will be accessible "across all Micronesia" to anyone who has the Internet available. We are extremely excited about this project, and hope to see it completed by the end of 2000. Those interested in details can consult my colleague, Martha Chantiny of UH Library, a librarian specialist in computer systems who was the major author of the successful grant application.

Speaking also from UH, Hawaiian Curator Dr. Chieko Tachihata, highlighted the painstaking nature of acquisitions work, from oral history to off-air taping and noted the growth of online databases such as UH's *Hawaii & Pacific Journal Index*. Dr. Tachihata discussed the need to balance the user populations served: UH students and faculty as well as community users and the visiting researchers. The growth in the Hawaiian Studies program at UH and the phenomenal increase in Hawaiian language class enrollment have both contributed to a higher profile for the Hawaiian Collection. Although a state depository law places copies of all state and city documents at UH Library, much time is spent in pursuing private publications from such organizations as clubs, sports groups, churches, charities, and non-profits. The Hawaiian Collection, numbering 120,000 volumes, has in addition to its books and serial holdings, manuscripts, term papers, theses and dissertations, and an extensive pamphlet collection with such items as election brochures. Website finding aids are also available through the UH Library Special Collections WWW home page. The Internet URL is http://www2.hawaii.edu/~speccoll/ .

Bishop Museum Library's Duane Wenzel raised a fascinating problem in the controversy that surrounds the use of photographs of human remains from Hawaiian archaeological sites. A native Hawaiian group has requested that public access be restricted, although the native Hawaiian archivists at the Museum disagree. The debate continues, and raised questions for all at the conference.

During the conference, panels addressed issues and activities in bibliographic control and cooperative efforts. Keynote speaker Dr. David Hanlon, a Pacific historian known to many of you for his study of Pohnpei, recalled the physical chill of air conditioned archives and the intellectual chill of Western institutions that have the "raw material from which history is fashioned." Hanlon's call for the "democratization of history" led to emotional response from the audience, as librarians and archivists made it clear that they struggle to provide access and build collections in the face of severe budget and staff shortages.

Chamorro historian Anne Perez Hattori discussed her archival search for voices and the dream of "recovering truth about my people's past," only to find that the abundance of sources left out many voices, leading the scholar to the "centrality of orality." Participants also saw a teaching demonstration on exploring myths of Hawaiian history by UH librarian Joan Hori, and heard about exciting Internet developments from Dr. Michael Ogden, who showed his Pacific Islands Internet Resources website at http://www2.hawaii.edu/ogden/piir/index.html

and Drs. Alan Howard and Jan Rensel, who gave the audience a tour of their interactive Rotuma website at http://www2.hawaii.edu/oceanic/rotuma/os/hanua.html

The final speaker was Dr. Kanalu G. Terry Young, whose presentation, *Rethinking the Native Hawaiian Past* explored ways to see different meanings through a unique Hawaiian perspective, and offered the concept of *haku mo'olelo*, the historian as "composer of the past." Dr. Young ended his intriguing talk with a chant in honor of the librarians and archivists, whom he called "the keepers of knowledge." From that emotional moment, the participants turned to final discussion on how to continue the dialogue begun in Honolulu.

University of Oregon librarian Robin Paynter offered to set up an E-mail discussion group. (This discussion group is now underway, and those who wish to participate may contact Robin Paynter at her E-mail address: rpaynter@oregon.uoregon.edu . Participants urged further regional conferences, and the group agreed to try and meet through other organizations such as Pacific History Association. Many expressed gratitude to UH's Center for Pacific Islands Studies for conference and applauded the outstanding work of conference co-organizer, Tisha Hickson.

I hope that this abbreviated version of the Honolulu conference has been of interest to you. I was deeply impressed to hear of the many activities and plans of colleagues from around the Pacific. I thank you for this opportunity to address PIALA; being with you is always a very special experience for me, as Micronesia is in many ways the home of my heart.

I hope that one day we may gather in a regional conference that brings together librarians from PIALA and from other Pacific nations - perhaps that is one dream that may come true. I should like to close with the English translation of Kanalu Young's chant, given at the conference, as it seems to me a most poetic and lovely way to think about the work we share:

He Oli A'o - A Teaching Chant

It is necessary that we, the multitudes be fed
From a land that grows abundantly in many food plants
Let the district chiefs carry the responsibility
To keep well the laws of sacred eating
Until the time that individual freedoms come

In the way of succession let us compose and create
Compose accounts of the past with skill and care
With respect for the ancestors in all genealogies
The freedoms of this era: a word for culture
The freedoms of this era: a word for history

It is for you o keepers of the knowledge
A great responsibility to care for it properly
Share this Native Hawaiian gift of thought
For the ancestors of a bygone age
In the homeland of their proud descendants.

Dr. Kanalu G. Terry Young
Honolulu, 1998

Notes

1. Segments of this paper also appeared in *Pacific News from Manoa*, no. 1, 1999, published by the Center for Pacific Islands Studies, University of Hawai'i at Manoa.

2. *The South Pacific Bibliography 1996/97* was published by the Pacific Information Centre, University of the South Pacific Library in 1998. This publication and previous editions are available from Jayshree Mamtora, Pacific Information Centre, University of the South Pacific Library, P.O. Box 1168, Suva, Fiji.

3. *Guide to Official Publications of Foreign Countries*, 2nd edition was the work of the American Library Association, Government Documents Round Table, published in 1997, Congressional Information Service, Inc., Bethesda, Maryland.

4. The *Online Archive of California* is part of a project to create a searchable online union database of finding aids to archival collections and includes finding aids to repositories from throughout California. The University of California at San Diego is among the participants. You can access the *Online Archive of California* at http://sunsite2.Berkeley.EDU/oac/

5. Copies of the *Union List of Serials in the Libraries of Guam and Micronesia* can be purchased from the Guam Public Library at a cost of US $10.00 plus $4.50 for shipping and handling. To purchase copies, contact the Guam Public Library, 254 Martyr Street, Agana, Guam 96910 Telephone: 671-475-4753 FAX: 671-477-9777.

6. *The Index to Maori Land Records, 1985-1910* is an index produced from the *Maori Land Court Minute Books* [computer file]. Auckland, New Zealand: New Zealand and Pacific Collection, University of Auckland Library, 1996- . For information, contact Mr. Stephen Innes, New Zealand and Pacific Collection, University of Auckland Library, Auckland, New Zealand.

7. For copies of the *Pacific Collection Acquisition List*, contact Lynette Furuhashi, Editor,

Pacific Collection, UH Library, 2550 The Mall, Honolulu, Hawaii 96822 or E-mail requests to: lynettef@hawaii.edu

8. *Pacific Islands Dissertations and Theses from the University of Hawai'i, 1923-1996.* Honolulu: Center for Pacific Islands Studies, Univ. of Hawai'i, 1996. 116 p. Occasional Paper No. 39. Copies may be purchased for US $10.00 from the Center for Pacific Islands Studies, University of Hawai'i, 1890 East-West Road, Moore Hall Room 215, Honolulu, Hawaii 96822.

9. *Moving Images of the Pacific Islands: A Guide to Films and Videos*. Compiled by Alexander Mawyer. Honolulu: Center for Pacific Islands Studies, University of Hawai'i, 1998. 335p. Occasional Paper no. 41. Copies may be purchased for US $10.00 from the Center for Pacific Islands Studies, University of Hawaii, 1890 East-West Road, Moore Hall Room 215, Honolulu, Hawaii 96822.

Curriculum Development and the Preservation of Kosraean Language and Culture

Alister Tolenoa
Kosrae State Department of Education
Tofol, Kosrae
Federated States of Micronesia

I would like to first of all thank Rev. Takeo Likiaksa for inviting me to be part of this very important gathering.

Let me tell you some facts about Kosraean people. The President of PIALA stated one yesterday. She said she has been seeing only smiling faces since she arrived, meaning we are nice and friendly people. But, do you know we also have some negative attitudes and bad practices that could mislead future generations. Let me illustrate --

If we are asked to select from
A soda and a coconut, **we'll take the soda**.
A plate of banana with fish and a plate of rice with steak, **we'll take the rice with steak**

No more rice means no more food to many of us.

Families who eat rice with imported meat are considered rich. Those who eat local food are considered poor.

And, if you did a survey and asked "**Should local language be taught in school?**" you would find that 90% of the people responding would say **NO**. **Why? Kosraean language and culture is a waste of time.**

This is what we are and this is how we feel. We have negative attitudes toward our own history, language and culture. That is why it has been very difficult to convince parents and community people see the importance of early education in our God given language and culture. I think it is improving though, and I would like to tell some of the things we are doing.

Historical Overview

I will try to share with you the importance of curriculum development and what's in it for the preservation, maintenance and promotion of our God given language and culture, as well as in the other content areas.

Before doing so, let me first give you a very brief overview of what's been happening in language in the past few years since language is believed to be the key to culture. I mean if we do not teach the indigenous languages and cultures, then I'm afraid we will become extinct.

The Kosrae constitutional amendment relating to language was intended to preserve and maintain our language and culture. It declares that both Kosraean and English are the official languages of the state of Kosrae, and in cases of conflict, Kosraean language prevails. But in reality, when it comes into conflict, we start arguing in English, referring to English dictionaries and questioning our imported lawyers because most legal documents are written in English for Kosraeans in our own land at the state level. Although, at the Municipal level every legal document must be written in the local language.

Three spelling systems are being used throughout the island. There is an old spelling system used in the Bible and the hymn books; a mixed spelling system used by public and the media; and another we call the *standardized spelling system*. This so called *standardized spelling system* is what the schools are using to teach the local language and culture.

Before 1977, the Kosraean language was never taught as a subject and almost nothing was written in Kosraean besides the Bible, the hymn book, and the book they called *Prema*.

In 1977, when a federally funded bilingual program was introduced in Kosrae, educators and leaders alike realized the importance of locally developed curriculum materials in our true language and culture. In response to the program, a transitional bilingual approach was adopted and implemented in the school system and the creation of locally developed curriculum materials began.

Beginning in 1983, we started teaching Kosraean language as a subject beginning in kindergarten through the 8th grade. Oral English is introduced at the 1st grade level, then English reading and writing are introduced at the 3rd grade level. Supposedly, English is the medium of instruction at the high school, but in reality, instruction is bilingual in both Kosraean and English up through the 12th grade.

Curriculum Development

Currently, the school texts and materials are dominated by the English language and western

ways, values and beliefs. Our job as curriculum developers and guardians of our language and culture is to continue our effort to preserve and maintain our language by increasing development of curriculum materials in the local language.

Culture is not static -- it is ever changing. However, as people who are proud of our language, heritage and traditional ways, we believe that all our children must know the histories, cultures and language, or their *roots* if you will, of their people first. We believe that knowing your *roots* fosters the creation of healthy self identities, which in turn allows people to make wise decisions for the future.

With a firm foundation in our God given language and culture, the important job to preserve, maintain, expand and promote our island ways will be possible to carry out.

We need to teach our children our language, attitudes, values and beliefs at home and through school curriculum and at the same time, teach them the ability and the flexibility to live in other worlds with other rules. Our children can not be considered well educated if they can not show respect, or if the behave uncomfortably when engage in a conversation with a community leader.

Developing Materials

We as curriculum developers help to preserve, maintain, expand and promote the development of our first language and culture by developing curriculum materials aimed at teaching histories, values and skills. Here is what we have in language and culture as well as in the other content areas.

Kosraean Language/Culture

- Over 100 Kosraean readers have been developed. Some of these are intended to teach Kosraean values, beliefs and traditions.
- *Teachers Guides* for pre-school, 1st and 2nd grade in the local language.

Social Studies

- A text book for grade 1-5.

Health/Nutrition

- The TCP workbook for grade 1-3.
- Charts related to health and drugs have been printed.

English

We are beginning to develop English readers with culturally appropriate content. A book on the legends of Kosrae was developed for the 7th grade English reading class. Last summer, teachers and students also developed some English readers. The attempt to develop English readers locally is essential because it helps minimize the dependency on expensive commercial materials. This is just the beginning of our attempt to develop our own English reading materials, especially at the elementary school level.

Currently, a number of books predominately on culturally related topics are in the editing stage of development, almost ready for printing. There are audio cassettes of interviews with older people that are available and some tapes of Kosraean chants are ready for transcription.

We lack materials in general science, environmental science, marine science and math. Sadly, we also lost all of our video cassettes.

Ongoing Language/Cultural Programs

- Language/culture program for school children.
- Weaving project for Women's Affairs
- Canoe building and wood carving for senior citizens
- Canoe building project for youth.

Accomplishments

During the past 10 years, I consider our major accomplishments to include:

- The constitutional amendment relating to the Kosraean language
- The policy established directing the teaching of Kosraean language using the *standardized* spelling system
- Establishment of a center for developing materials
- Establishment of collaborative efforts between Historic Preservation, Women's Affairs, Youth Affairs and the Department of Education's Curriculum Division.

Again, thank you very much for being part of this very important conference. You are all welcome to come back in June 1999 to join our *18th Pacific Islands Bilingual Bicultral Association* (PIBBA) meeting. This is a meeting of a group that call themselves the "guardians of indigenous languages and cultures of the Pacific region" I hope some of you can join us.

Kuloh ma luhlahp

Peace Corps Micronesia:
The Library Development & Reading Education Project

Jeff Henry
Peace Corps Micronesia
Kolonia, Pohnpei
Federated States of Micronesia

I'm very excited for this opportunity to participate in the 8th annual *PIALA Conference*. During Peace Corps' portion of the program this morning, I will talk for a short time about the history and goals of Peace Corps in regards to our *Library Development and Reading Education Project*. Afterwards, the Peace Corps Volunteers are going to talk about their individual work. And if any of the Volunteer Counterparts would like to speak, you are most welcome.

History and Goals

Peace Corps Volunteers (PCVS) have been working in education in Micronesia and indirectly with libraries since the first group of education volunteers arrived in 1966. However, the *Library Development and Reading Education Project* was first piloted in 1990 in the Republic of Palau.

The purpose of the project was and still is today to:

- Establish or revamp libraries in public elementary and high schools
- Improve reading skills of students and adults
- Improve student's scholastic performance through improved reading skills
- Help students, parents and teachers engage in and value reading, and just as importantly,
- To make reading FUN!

Since 1990, the Palau Ministry of Education has been extremely active in the Palau library project and very instrumental in the project's success. In particular, without the leadership and insight of Minister Billy Kurte and Romano Anastacio, the project would not have had the positive impact it has.

The initial Palauan library project helped to establish working libraries using standard library organization methods and to procure book collections for existing libraries in all twenty-two public elementary schools in Palau. Collections included appropriate materials for both children and adults. The Palau Ministry of Education created the position of librarian for the elementary schools and currently employs librarians in nearly all of the elementary schools. The libraries serve as the resource for pleasure reading for children, teachers and adult community members. The libraries often double as study halls for students and provide for their research needs.

In Palau, the *typical* library varies greatly. In sites where a PCV has worked in tandem with the local librarian, there is generally a room set aside as the library with shelves, mats, tables, chairs, a tiled floor, and it often functions in conjunction with a computer lab. The library may have from 500 to 1,000 or more books arranged by the Dewey Decimal System, complete with a card catalog and circulation system. As these libraries are meant to be community libraries, their collections range from picture books to adult level fiction, with at least a small reference section. Many Peace Corps assisted libraries in Palau also have a *green* corner to promote environmental awareness, usually with posters, activities, and resources. Peace Corps Volunteers and local librarians have often supplemented their collections with books donated by the Darien Book Aid Foundation, [1] the International Book Project [2] and various other organizations.

Since standardized testing has not been done consistently throughout Palau, there is no empirical evidence as to how Peace Corps' intervention has impacted Palau education in general nor reading specifically. Anecdotally, however, teachers and Volunteers have reported improvement in students' scores and abilities since the Palau library project began.

Due to the success of the *Library Development and Reading Education Project* in Palau, Peace Corps Micronesia, at the request of the Government of the Federated States of Micronesia (FSM), recently expanded the project to include Chuuk, Kosrae, Pohnpei, and Yap. (Peace Corps Micronesia, 1998)

This past summer, the first group of library and reading PCVs began service in all four states of the FSM. A second group is planned for the Summer of 2000. I will now turn the floor over to the PCVs so that they can tell us about their work in the field.

Lee Allison
Malem Elementary School
Malem, Kosrae
Federated States of Micronesia

Good morning. My name is Lee Allison and my Kosrean name is Si Klava Ari. People always laugh when I say that. Apparently Ari, the man I was named after was a famous Kosrean who has passed away, so I never had the pleasure of meeting him.

For most of my life, I lived in Atlanta, Georgia and graduated from Georgia State University with a degree in Psychology. I joined Peace Corps because I wanted to live in a foreign country and experience life in another culture with different customs and traditions. When I applied to Peace Corps, I said I would go anywhere and do anything. They told me they wanted me to be an educator and I was assigned to Kosrae. During my last year of high school and my first year of college, I worked in a library and developed a love of reading. I imagine my experience there was why they assigned me to the library reading project.

I understand you took a tour of the island the other day, visiting the various libraries at the elementary schools. You didn't visit the Malem library because Malem does not have a library. When I first walked into the building that would become the library, the books were piled in the back. There was an inch of dirt covering the floor, dirt on the books and dirt all over the shelves. As we began to clean the place out, I discovered holes in the walls and allergies I never knew I had before.

From the beginning of my assignment, I found the community to be very motivated. Every day the principal and I are side by side hammering away. I have not learned a lot about being a librarian, but I've learned a lot about carpentry. The PTA has joined us and helped to install an air conditioner, paint and replace rotten walls.

Our biggest problem is supplies. Often we run out of materials and it takes weeks to get new supplies. The Director of Education tells us we have carpet waiting for us when we are finished painting, and more books for our shelves when we are finished carpeting. But, after promising it to us, it was given away to another project the week we finished painting. Yesterday the principal and I built a ladder. We had waited weeks to get the two by fours to build it with, then got half way finished and ran out of nails. We then walked around and pulled nails out of spare pieces of wood to use. Kosreans are very ingenious when it comes to using scrap materials. After we built the ladder, we decided I would be the one to climb it because if I fall, I get sent to Hawaii!

I also teach two 9th grade English Reading classes. Students here are just like students anywhere else -- some really bright good ones and some that are not interested in an

education. I've never been a teacher before, so this is all a new experience for me. One of the greatest obstacles has been language. I teach in English and many of the students have a difficult time understanding me. I, on the other hand, have difficulty with Kosrean, so we work together at communicating with each other. My students and I have a deal, I teach them to speak English and they teach me to speak Kosrean.

Another problem is with the material being taught. They use American text books here with material American students need to learn, not what Kosrean students need to be learning. I talked with students the other day who had just been tested on the early American pilgrims. There's no real educational value for these students to learn about the pilgrims. On the other hand, I surprised at the number of students that have never been to the Lela ruins; taken a trip to Walung, on the far side of the island; or climbed Homa, the mountain behind Malem. Being an American, I've always been taught to be proud of my heritage. We have African Americans, Native Americans, Asian Americans and I myself am a native southemer. I come from a strong southern family and it gives me a sense of tradition and heritage. That's something we need to help build with these students and it can be accomplished through good libraries and relevant education.

Thank you.

Rose Rojas
Lelu Elementary School
Lelu, Kosrae
Federated States of Micronesia

Good morning, my name is Rose Rojas. My Kosrean name is Sra Nena and I am from Tucson, Arizona.

Whn I first found out about my new assignment in the library and reading project, I could not believe my luck. I, as many of you here, have a passion for books and reading and to think that I would spend the next two years promoting reading was like a dream come true.

I teach two 8th grade English/Reading Comprehension classes. I try to make reading as fun as possible. My approach is holistic in that I include vocabulary, writing, listening and reading for fun. The students reading levels vary, with my first class reading at lower level than my second class. This has meant preparing two separate lesson plans. And up until last week, we had no textbooks to work with, so much of my time was spent planning my lessons.

I too, like Lee, expected to find a library that had to be built from the ground up. But, I was pleasantly surprised when I found the library in excellent running order. We have a computer

room that is maintained by my counterpart, Romeo Aliksa. He's done an excellent job of keeping things well run and I feel very fortunate to be working with him. However, there is much work to be done. We will continue to write publishing companies for book donations and other reading materials. We are in dire need of updating our reference section and we also need children's books.

Supplies are also limited. Many times, after I finish a story hour, I would love to have the children draw or paint a picture of their interpretation of the story, but we lack something as simple as crayons and paper. This has been a little frustrating.

Overall, this is a wonderful experience. There are many mornings when I can't seem to get to my school fast enough and it is a labor of love. My students are wonderful and they inspire me everyday. I'm very happy to be here.

Kani Le
Saladak School
Municipality of U, Pohnpei
Federated States of Micronesia

Good morning everyone. My name is Kani and I'm a Peace Corps Volunteer serving in Pohnpei. I'm working at Saladak School in the municipality of U. Our student population is just under 400 and we have 17 teachers. Unlike the libraries in Kosrae, I'm at the very beginning stages of establishing the school's library. There are structural improvements that need to be made to the facility as well as the completion of building shelves. I'm encouraging that the work be done by parents and teachers so that they can take ownership of it, although so far, progress has been slow.

In the past several months, I have been busy both organizing the existing collection and working in the classrooms. We have about 1,500 books, most of which are adult level materials. I plan to keep them as part of the collection and in the future, see this as becoming a community and school library, serving both high school students and adult users. I have also been trying to obtain book donations as we desperately need children's materials, although I try to work with what is available.

In the classrooms, I've introduced songs as a reading activity. Most of the kids are familiar with the Barney video, so I take the songs from them. I write the lyrics on large paper and have the children read then aloud and then sing along. It is a lot of fun and once in a while the song lends itself to a certain subject. For example, there was this song about the senses that I introduced to a second grade class. The teacher liked the song very much and made up a whole lesson about the senses with various activities including singing. Then, the local

station in Pohnpei recently recorded the lesson. It was very exciting to see the enthusiasm and interest in learning.

Aside from music, I have also contributed my talents in artwork, making posters, drawings and decorations for the classrooms. I am pleased that we have materials such as scissors, crayons and construction paper. These are the tools I use to make the lessons come alive. I try to create reading activities, as opposed to reading sessions, to stimulate and maintain student interest. This is very challenging at times, but rewarding in the end. I really feel like I've found my niche in the work environment and get support and encouragement from my colleagues. Of course, it helps that I am related to half of the teachers and the principal is my aunt. I think that library development is a worthwhile project and am happy to be a part of it. I've enjoyed my service so far and look forward to continued progress and successes.

Thank you for your attention.

Notes

1. The Darien Book Aid Plan, Inc. is a non-profit, all volunteer organization that, since 1949, has been distributing donated books at no cost in response to specific requests from Peace Corps Volunteers, teachers, libraries, and schools all over the world. They may be contacted at 1926 Post Road, Darien, Connecticut 06820 Telephone: 203-655-2777 E-mail: BookAid@aol.com and on the Internet at http://www.darien.lib.ct.us/dba/ .

2. The International Book Project (IBP) was founded in 1966 to provide books to people primarily outside the United States. IBP receives reference works, encyclopedias and technical books and journals from donors, and distributes them to over a hundred countries. They may be contacted at 1440 Delaware Avenue, Lexington, Kentucky 40505 Phone: 606-254-6771 FAX: 606-255-5539.

Reference

1. Peace Corps Micronesia. (1998). Micronesia Library Development & Reading Education Project Plan. Unpublished project plan. Kolonia, Pohnpei: Peace Corps Micronesia.

The Hawaii Library Association and PIALA: A Pacific Partnership

Ruth Horie
Hawaii Library Association
Honolulu, Hawaii

Lenwo, aloha kakou, e na poe o na mokupuni o ka Pakipika mai na poe o na mokupuni o Hawaii. Greetings to the people of the islands of the Pacific from the people of the islands of Hawaii.

Kulo malulap, mahalo a nui loa, thank you very much for the wonderful hospitality that has been shown and the excellent arrangements that have been made for PIALA '98 in Kosrae.

The details for the Hawaii Library Association (HLA) conference planned for November 22, 1998 in Honolulu (Appendix 1) have been occupying much of my time during this past year, so I can really appreciate everything Helen Mulchieg, Natsuo Thomas and the PIALA '98 conference committee have done. My congratulations to all of you.

I want to thank Rev. Takeo Likiaksa for hosting the conference sessions here at the Rose Mackwelung Library. And I want to acknowledge Dakio Syne for program information, Judy Caldwell for newsletter information, Arlene Cohen for E-mail communication and for showing me around Guam and Karen Peacock for travel tips. Thank you all.

Today I am here representing the Hawaii Library Association (Appendix 2). HLA was founded in 1922 and is a chapter of the American Library Association. The current membership includes approximately 200 librarians, archivists, information professionals, paraprofessionals, individuals and organizations with an interest in libraries.

As some of you may know, HLA and PIALA recently formed an international partnership between library associations. I would like to read the resolution on that partnership, passed by the HLA Executive Board at its meeting on November 2, 1998 (Appendix 3). At this time, I would like to present a copy of the resolution to the PIALA President, Isabel Rungrad, along with a small token of goodwill from Hawaii for each of the PIALA Executive Board members: Dakio Syne, Vice President; Lynn Sipenuk, Secretary; Helen Mulchieg, Treasurer; Arlene Cohen, Guam Representative; Mary Silk, Marshall Islands Representative; Fermina Salvador,

Palau Representative; and Greg Sablan for Paul Steere, Saipan Representative.

In regard to the partnership, there are many challenges that we face as librarians and archivists: uncertainty in budgets and personnel; increasing numbers of people to serve; and expanding forms of technology, to name just a few. It is our feeling in HLA that Hawaii and the Pacific Islands share many conditions that can make the collection, description, organization, and dissemination of information a challenge: geographic distances; multicultural populations; and tropical climates hostile to library materials.

Librarians, archivists, museum curators and information specialists in both Hawaii and the Pacific Islands have a lot of experience and expertise to share with each other in meeting our challenges. Several cooperative efforts have been made in the past. Examples that I am aware of are the Pacific Information and Library Services Program headed by Miles Jackson at the University of Hawaii Graduate School of Library Studies in the late 1970's, and the *Directory of Libraries and Information Resources in Hawaii and the Pacific Islands* (Mitchell, 1990), a joint effort of the HLA, the Hawaii State Library, and the Interlibrary Cooperation Council in the late 1980s. University of Hawaii librarians Karen Peacock, Eileen Herring, and Nancy Morris have presented sessions at PIALA conferences. This year, I noticed that nearly 10 percent of the PIALA members listed on your PIALA homepage [1] are located in Hawaii. In earlier years, HLA has had some members located in the Pacific Islands and we hope to attract more members from this region. (A membership application for HLA appears in Appendix 4.)

I am very impressed by what PIALA has done in terms of networking and supporting librarians in the field. In Hawaii we often hear the question "What does HLA do that benefits me?" We would like to turn it around to "What can I do to benefit HLA?"

As incoming President of HLA I am centering my plans for the coming year around the theme of our upcoming annual conference *Rising to the Challenge*. The new Hawaii State Librarian, Virginia Lowell, will give the opening address and Ann Symons, the American Library Association President from Juneau High School in Alaska, will be the keynote speaker. Our next annual conference will be held on the Island of Hawaii on November 12-13, 1999 at the Royal Waikoloan Hotel. Program arrangements are still to be finalized.

For the year 2000 conference in Honolulu, we would like to invite Pan-Pacific participation. Until that time comes, these are many possibilities for joint HLA/PIALA activities, some of which are already started:

Exchange newsletters
Submit items to each other's newsletters
Add a liaison representative to each Executive Board
Join the PEACESAT meetings
Discuss topics on E-mail

Establish a Pacific librarians E-mail list
Link to each other's website
Coordinate conference dates
Attend each other's conferences
Publish an updated *Directory of Libraries and Information Resources in Hawaii and the Pacific*
Host an International Federation of Library Associations (IFLA) meeting in the Pacific
Coordinate and facilitate travel of trainers and resource people to Hawaii and the Pacific

In conclusion, let us look forward to working together, to share our experiences, to learn from each other, and to mutually benefit our members as well as the people we serve.

Thank you.

Reference

Mitchell, Linda, ed. (1990). *A Directory of Libraries and Information Resources in Hawaii and the Pacific Islands*. 8th edition. Honolulu, Hawaii: Hawaii State Public Library System, Interlibrary Cooperation Council and the Hawaii Library Association.

Note

1. The WWW address of the PIALA Homepage is http://uog2.uog.edu/piala.html/

Appendix 1

HAWAII LIBRARY ASSOCIATION CONFERENCE
"Rising to the Challenge"
Sunday, Nov. 22, 1998, Sheraton Waikiki Hotel
Kauai Ballroom, 2nd Floor
2255 Kalakaua Avenue, Honolulu, Hawaii

PROGRAM

8:00	Registration, Coffee, Exhibits	(Sheraton Garage Parking $3)
8:30	Opening	Virginia Lowell, HSPLS
10:00	Copyright	Martin Hsia, Cades Schutte Fleming & Wright
"	Literacy	Lynn Waihee, Read To Me International Foundation
"	Publishing Children's Books I	Amy Jones, Island Heritage
"	E-Journals	Dave Kerin, EBSCO
11:30	HLA Membership Meeting	
12:00	Keynote Luncheon	Ann Symons, ALA
2:00	Searching for a System	Wil Frost, Hamilton Library
"	Grant Writing	Bob Buss, Hawaii Comm. for the Humanities
"	Publishing Children's Books II	Reve' Shapard, Bess Press
"	OCLC Developments	Sam Sayre, OCLC Pacific
3:30	Native Accounts in Hawaiian Language Newspapers	Kepa Maly
"	Hawaii's Role in the Emerging Pacific Hemisphere Information Infrastructure	Dan J. Wedemeyer, Univ. of Hawaii
"	Intellectual Freedom	Ann Symons, ALA
"	Books in Print	Ed McBride, R.R. Bowker
4:30	Reception, Drawing	

LUNCH SELECTIONS:

Broiled Chicken Breast (plus choice of soup)	Roast Loin of Smoked Pork Chilled Potato Leek	Oriental Vegetarian New England Clam Chowder

REGISTRATION QUESTIONS:

Swee Berkey	Stewart Chun	James Shepherd
berkey@hawaii.edu	chuns@netra.lib.state.hi.us	shepherj@SHAFTER-EMH3.ARMY.MIL
(808) 956-5580	(808) 456-4667	(808) 433-6968

CONFERENCE CHAIR: Ruth Horie ruthh@hawaii.edu (808) 956-2763 fax 956-5968

HOMEPAGE, POST-CONF. SESSIONS, TOURS: http://www2.hawaii.edu/~ruthh/hla98.html

Appendix 2

http://hypatia.slis.hawaii.edu/~hla/

Hawaii Library Association

Welcome to the Hawaii Library Association Home Page. We hope you will enjoy the new look for our web site, which is constantly growing. We hope to bring more features for you in the future, keeping in mind the changing information needs of our members.

Organizational Information

News and Views

Conference Information

HLA Publications

Job Links

Other Sites of Interest

HLA Celebrates Its 75th Anniversary

Since 1922 the Hawaii Library Association has grown to be the leading resource for librarians and information professionals in the State of Hawaii interested in the strategic application of information resources and technology and related issues. The Mission of the Hawaii Library Association is to promote library service and librarianship in Hawaii incooperation and affiliation with the American Library Association and other groups having allied objectives.

Membership Information

Would you like to become a member of HLA? If so, print out a copy of our membership form, fill it in, and send it to us with your dues. We'd love to welcome you to our association. Membership in HLA entitles you to the HLA newsletter and the HLA Journal.

If you have questions, suggestions, or other comments, please feel free to e-mail us at hla@hypatia.slis.hawaii.edu

This website was last updated October 7, 1998.

Appendix 3

Hawai'i Library Association

RESOLUTION
ON THE INTERNATIONAL PARTNERSHIP
BETWEEN THE HAWAII LIBRARY ASSOCIATION AND THE
PACIFIC ISLANDS ASSOCIATION OF LIBRARIES AND ARCHIVES

WHEREAS, the Hawaii Library Association is a chapter of the American Library Association; and

WHEREAS, in February 1998 American Library Association President Barbara Ford called on chapters of the American Library Association to form partnerships with international library associations as part of the American Library Association's "Global Reach, Local Touch" theme; and

WHEREAS, the Hawaii Library Association and the Pacific Islands Association of Libraries and Archives are both located in the Pacific and share common concerns; and

WHEREAS, Hawaii Library Association Vice President/President-Elect Ruth Horie, with the assistance of Arlene Cohen of PIALA, proposed to the respective Executive Boards of the Hawaii Library Association and the Pacific Islands Association of Libraries and Archives that an international partnership be established to exchange newsletters, discuss common issues, share ideas and expertise, attend each other's conferences and link homepages; and

WHEREAS, the respective Executive Boards of the Hawaii Library Association and the Pacific Islands Association of Libraries and Archives have approved the establishment of an international partnership between the two Associations; and

WHEREAS, the Hawaii Library Association has informed the American Library Association that an international partnership with the Pacific Islands Association of Libraries and Archives has been established; and

WHEREAS, the Hawaii Library Association has supported its Vice President/President-Elect, Ruth Horie, to attend the 1998 annual conference of the Pacific Islands Association of Libraries and Archives as a gesture of goodwill;

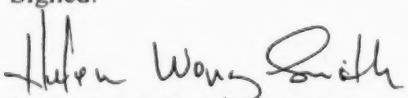
P.O. Box 4441 • Honolulu, HI 96812-4441• Website: http://hypatia.slis.hawaii.edu/~hla • E-mail: hla@hypatia.slis.hawaii.edu

THEREFORE, BE IT RESOLVED that the international partnership between the Hawaii Library Association and the Pacific Islands Association of Libraries and Archives be officially recognized; and

BE IT FURTHER RESOLVED that copies of this resolution be provided to the Pacific Islands Association of Libraries and Archives and the American Library Association and that the resolution be read at the annual conference of the Pacific Islands Association of Libraries and Archives on November 18-19, 1998 at Tofol, Kosrae, Federated States of Micronesia; and also at the annual conference of the Hawaii Library Association on November 22, 1998 at Honolulu, Hawaii, United States of America.

PASSED ON THIS 2nd day of November, 1998, at the monthly meeting of the Executive Board of the Hawaii Library Association, at Honolulu, Hawaii, United States of America.

Signed:



Helen Wong Smith, President

Appendix 4

Hawaii Library Association
1999 membership application

Membership is from January to December.
Dues received after November 1 will be applied to the following year.

Make check payable to and mail application to:
Hawaii Library Association
P.O. Box 4441
Honolulu, HI 96812-4441

Membership Dues
$15 Students (rate set for 2 years) and Retirees
$30 Personal Dues For Salaries to $30,000
$40 Personal Dues For Salaries over $30,000
$50 Institutional Dues (Libraries, professional organizations, firms)

Membership: New_____ Renewal _____ Amount Enclosed _____ Date _____

Please type or print
Name:.....
(Last, First, Middle Initial)

Title:.....

Affiliation:.....

Addresss:.....
(Street, City, State, Zip)

Home Telephone:..... Business Telephone:.....

Facsimile Number:..... Email:.....

(Members are automatically subscribed to HLA-L, the official listserv of the Association)

Library Type:
_____ Academic
_____ Public
_____ School
_____ Special

Please check up to two sections of professional interest:
_____Children & Youth
_____College & University
_____Federal
_____Hawaiiana
_____Media
_____Special & Reference
_____Technical & General Services

Are you an ALA member? _____ Yes _____ No

Membership participation is vital in making HLA a strong organization. Please indicate the areas in which you are willing to serve:

_____ Newsletter _____ Section Chair _____ HLA Board

Mahalo nui!

How Can Tourism Support and Achieve Conservation in Kosrae?

Justus Alokoa
Division of Tourism, Kosrae State Government
Tofol, Kosrae
Federated States of Micronesia

Introduction

Mrs. Isabel Rungrad, Madam President of PIALA, Mr. Dakio Syne, PIALA Vice-President, Rev. Takeo Likiaksa, other PIALA Executive Board members, distinguished guests, conference organizers, representatives of various Pacific Islands libraries and archives, ladies and gentlemen, it is my great pleasure to have this opportunity to speak to you at this very important conference. I also wish to thank the organizing committee for their kind invitation to speak at this 8th PIALA annual conference.

I believe earlier speakers addressed various topics which are relevant to what you hope to attain by the end this conference. My topic may not be quite relevant, although in reading your flyer regarding this organization, I came up with two objectives that benefit us all:

1. The PIALA conference allows people to link with one another, share information, resources, ideas and experiences among the Pacific Islands in conservation and preservation as well as other areas of concern.

2. PIALA provides a setting to establish a shared vision and to map out how this vision can be attained.

We each have much to share in looking at the future development of our islands.

Some Useful Tourism Definitions

When speaking about tourism and its relationship to conservation, it is very important to keep in mind some of the important terms and their definitions. To start, I would like to define some of these terms.

Tourism The temporary, short term movement of people to destinations outside of the place where the normally work or live, and their activities during their stay at these destinations.

Ecotourism Tourism that focuses on support for the preservation of the natural environment, culture and lifestyle of the people it visit and is ecologically sustainable and financially viable in the long term.

Community Tourism Tourism projects owned and operated by local communities in the area.

Tourism Resources The specific attractions tourists come to see and experience -- both physical and intellectual.

Tourism Products The things that are developed by the tourism industry for sale to tourists.

Ecologically Sustainable Development Using, conserving and enhancing the resources of the community so the ecological processes are maintained and the quality of life can be increased.

I would now like to present an outline of the key issues posed by my topic, *How can tourism support and achieve conservation in Kosrae?*

Problems or Impacts Resulting From Tourism

- Potential impacts are environmental, social and cultural.
- Most tourism impact can be managed.
- Tourism is a non-extractive business, unlike mangrove cutting, fishing and farming, and should have less impacts.

The Role of the Community in Tourism Development

- The success of community tourism often lies in the hands of the community. Do they really want it and will they support it, now and in the future?
- The community has to provide access to tourism resources, and be available during all visits.
- Communities should respect tourists, be friendly to them and help look after their safety.
- Communities should participate in tourism planning and management.

Linkages to Other Projects

- Conservation
- Fisheries
- Agriculture

Increased Pride and Valuing of our Environment

- Tourism brings us back to our lifestyle and culture, illustrating how "we need our resources."
- Tourism can help pass local skills and knowledge on to future generations.
- Provides an opportunity for explanation and interpretation of our culture and environment.
- Our community sees that our visitors appreciate our resources as being special and important.

Developing our Community's own Conservation Awareness

- Interpretation material and facilities for tourism can also be used with our own community for education and awareness, becoming a two way process.
- Tour guides can become conservation extension officers.
- School students can work as tour guides.
- Tourism promotes conservation.

Employment Using an Alternative Resource

- Fisherman can be employed in tourism rather than to continue practicing over-fishing.
- Others who over-use our resources have an alternative means of employment; thus, the benefits are shared.

Providing Income for Conservation

- Establish a fee structure or conservation fee for tourist facilities.
- The *Utwa-Walung Trust* account for conservation provides funding for youth development and training in resource management.
- Ecotourism operators can also be asked to contribute money to local conservation areas.

In closing, I would like to stress the important ways that tourism can be managed to minimize environmental impacts. Any tourism development/infrastructure should be environmentally friendly. Tourism requires monitoring and tourist zones can be established. Finally, limiting the number of people in conservation areas to the carrying capacity of the area can protect the area.

Thank you for the opportunity to share my ideas with you today.

Status of Conservation in Kosrae

Simson Abraham
Dept. of Conservation and Development
Kosrae State Government
Tofol, Kosrae
Federated States of Micronesia

Thank you for inviting me to talk about the status of conservation on Kosrae.

Conservation of natural resources is important on Kosrae for the following reasons:

- Population is rapidly increasing
- Development is creating changes in the traditional lifestyle and threatening natural resources
- Kosrae is an island with no outer islands
- Climate change and sea level rise are global threats for Kosrae

The need for conservation on Kosrae was the impetus for the creation of the KIRMP (Kosrae Island Resource Management Program) and the associated Development Review Commission (DRC) Office. The KIRMP was established in 1992 and then in 1994, a Land Use Plan was done. The DRC was set up as an autonomous agency and allowed for the implementation of the KIRMP.

There are many aspects and areas of concern in the conservation of natural resources, shown in the following outline:

Districts and *Areas of Particular Concern* (see Appendix 1):

- Utwe-Walung Marine Conservation Area, a community-based conservation area
- Trochus Sanctuary, protected by law and managed by the Dept. of Marine Resources
- Giant Clam Sanctuary
- Historical Sites, protected by law and managed by the Division of History, Dept. of Agriculture and Land
- Yela Teminalia Stand (recommended)
- Watershed management

Animal Conservation

- Turtle Harvesting Season - size, site and season restrictions
- Trochus Harvesting Season
- Pigeon Harvesting Season
- Giant Clams (Endangered species regulations)
- Black Lip Mother of Pearl Oyster

Resource Management

- Water conservation, such as the El-nino campagine

Some benefits of conservation for Kosrae are seen in these projects:

- The Utwe-Walung Marine Park, an ecotourism project generating income and mangrove conservation
- The Trochus Santuary, involved in managing resources for now and future generations. In this sanctuary, Trochus numbers are surveyed and then harvested only when numbers and demand are high. The harvest is for one to two weeks and up to 5 years between harvests.
- The El Nino Campaign, which resulted in health and social benefits of sharing and conservation of water.

However, there are several constraints to conservation. Some of these constraints are:

- The land tenure system makes it difficult to conserve large areas
- Level of public awareness
- Practice of illegal and unsustainable pracatices
- Unemployment

There have been many DRC activities for promoting conservation, as shown below:

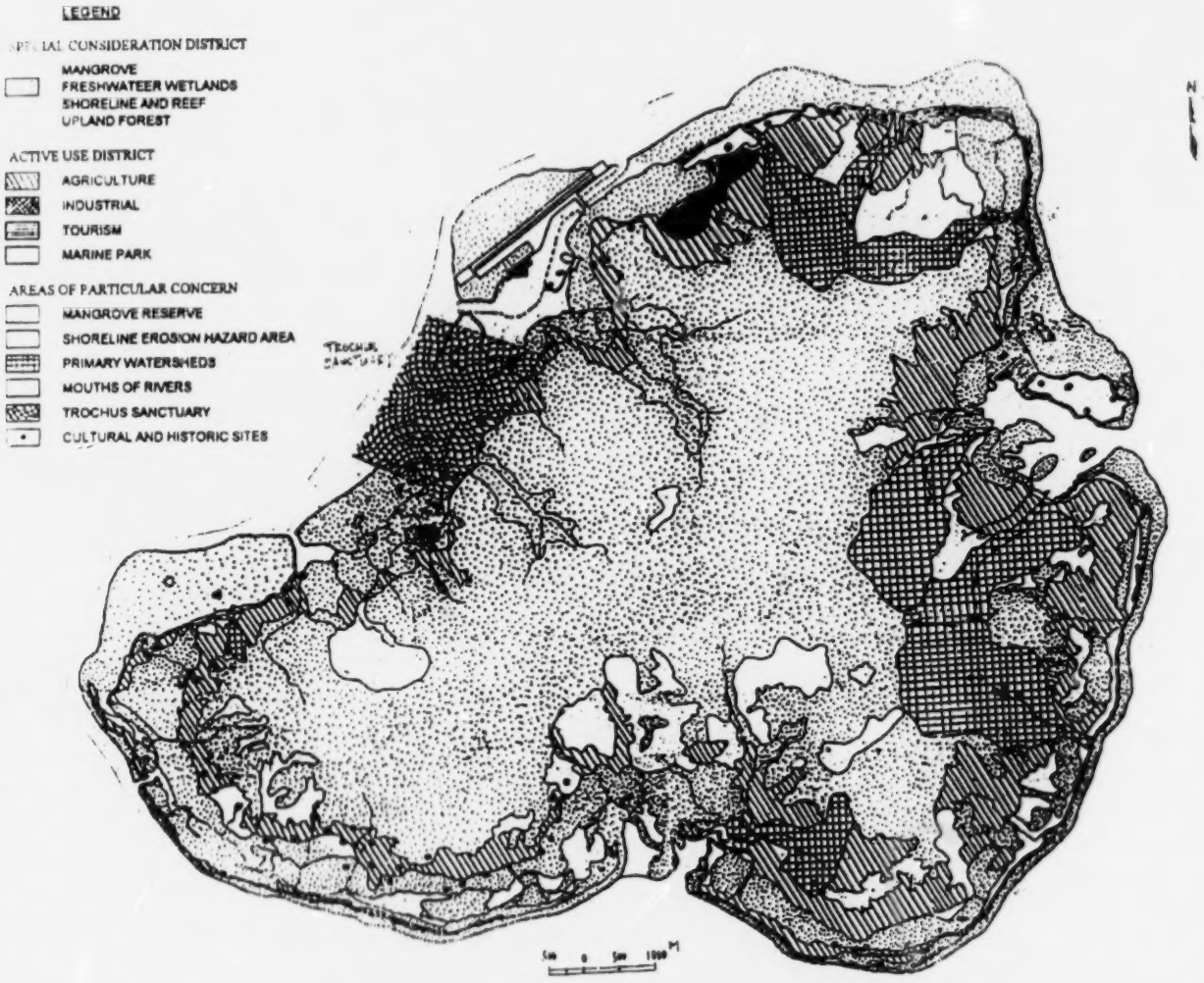
- Development Review of permits and site inspections. Development applications for activities such as earth moving and construction are reviewed for their environment impacts. The review includes issues such as impact on the surrounding areas.
- Environmental Education program, with school talks, radio programs, newsletters, poster competitions, mural panting and drama classes to name a few activities.
- The Legal Unit in involved with preparing regulations, revising forms, reviewing bills, enforcement visits, investigating environmental offenses and training local staff.
- The Coastal Erosion Unit, with a Coastal engineer, contemplates and develops mitigation practices for coastal erosion

I would like to close my presentation with a recommendation that PIALA can help Kosrae conserve our land and resources by:

- Collecting and storing information about natural resources
- Preparing displays of maps, pictures and samples
- Conducting exhibitions on a regular basis (e.g. quarterly, special events)
- Publishing small guidebooks and producing video documentaries. Possible subjects might be geographical surveys, natural resources, endemic animals/plants historical/traditional practices, such as traditional medicines (use of plants), traditional house, canoe making and chanting
- Plan the future or next PIALA meeting on natural resources.

Thank you very much.

Appendix 1



DISTRICTS AND AREAS OF PARTICULAR CONCERN

BEST COPY AVAILABLE

Strengthening Academic Programs: The College of Micronesia-FSM Title III Project

Jean Thoulag
College of Micronesia - Federated States of Micronesia
Palikir, Pohnpei
Federated States of Micronesia

Introduction

The Title III Project [1] at the College of Micronesia (COM) is supported by the United States Department of Education, Division of Post-Secondary Education under a *Strengthening Institutions of Higher Education* grant. It has three *Project Activities,* designed to strengthen academic programs and to improve retention and graduation rates, while assisting the college to integrate information technology campus wide. The project is currently in the fourth year of a five year grant period.

Project Activities

Activity 1 Developing an Intensive English project and integrating CALL (Computer Assisted Language Learning)

Potential Developed and piloted an *Intensive English* approach that aims to assist highschool graduates to bring their ESL (English as a Second Language) up to collegiate level. The approach is currently being replicated at all 4 state College of Micronesia campuses. Retention rates within the program have been high. Tracking of students continues as they progress through regular college classes after completing the *Intensive English* approach.

Potential Integration of CALL techniques, strategies and appropriate software for language learning for all remedial and regular language courses is on going. Training of students and faculty in the use of computer hardware, software programs, scanners, Internet, E-mail and other computing applications is ongoing.

A Language Learning computer lab was established at the National and Pohnpei State Campus and project staff are currently assisting the remaining state campuses to do the same.

Activity 2 Strengthening Student Success in Math and Science

A Math/Science Computer lab was established at the National campus and project staff are currently assisting the state campuses in establishing additional labs.

Piloted and implemented software for all COM-FSM math courses

Piloting the MicroneScience Project to create a *cyberlibrary of science* which involves student and faculty research projects results/findings published in electronic form on the Web.

Training students and faculty in the use of computer hardware, software programs, digital camera, scanners, Internet use, E-mail and web page development. [2]

Activity 3 Enhancing Information and Learning Resources with an Electronic Information Envirorunent

Created a research bank network with 20 workstations and 250 plus CD-ROM's to support all academic programs, student services and other activities.

Installed EBSCO's MAS magazine database with 200 full text and 300 abstracted periodicals and the ERIC database on CD-ROM Internet stations with dial-up access.

Installed a high speed scanner and CD-ROM recorder to digitize particular holdings for both preservation and sharing across campuses and eventually to public at large.

Provide training sessions for staff and students to use the electronic information resources in the Learning Resources Center. This includes skills for developing and using the on-line catalog, managing a Local Area Network, supervising and monitoring computer labs, computer maintenance, and the use of Internet, E-mail and the available CD-ROM databases and programs.

Work in Progress

Two computers with cataloging software and Internet access [3] for developing an on-line catalog are being provided to the State campus Learning Resource Centers/Library. These will be used for collaborating and sharing of National Campus catalog holdings, as well as accessing other electronic information sources.

Starting subscriptions to *Electronic Library* on-line information services for State campuses. These services include full text to 300 magazine/journal titles, news clippings, 50,000 photos, maps, etc.

Installing fiber optic wide-area network on the National campus and linking with State campuses via Internet (if affordable rates ever happen). Installing COM-FSM's server with its own IP address, website, and two-way connectivity. Developing links between state campuses to share information resources.

Expanding Local Area Networks in labs and Learning Resource Centers to provide for concurrent, multi-user Internet access.

Developing regional inter-library links for sharing resources.

Other Title III Sponsored Activities

Early Adopters group established with members from each division to train in the use of teaching technology tools and web page development for their divisions.

Project staff assisted with the installation of Local Area Network and the training of network administrators for COM-FSM's Financial Aid Office, Office of Admissions and Records, and Business Office.

An *Internet Coaches* training project is being piloted. The training is done by a cadre of 12 COM national campus students. They were recruited and trained to coach other students in Internet use during open lab hours on weekends and evenings in the Learning Resource Center.

Initiated counter-part training, which includes identifying college staff who are being trained to continue the Title III initiated work after the grant period. To date, this has included a local counter part for the Information Technology Specialist (Gordon Segal), Computer Lab Supervision (Sylvia Henry and Jenny Hainrick), Local Area Networking (Sylvia Henry) and Electronic Reference Librarian (Jenny Hainrick)

Issues, Needs and Areas for Collaboration

Establishing links with other libraries and schools for two way resource sharing.

Participating in regional projects and efforts to link libraries and educational institutions.

Securing affordable Internet connectivity! This involves lobbying local telecommunications service providers for affordable education and library rates.

Training and technical assistance-reaching out to others, sharing our expertise, experience,

promising or exemplary practices and our mistakes and disasters! We have had a good share of both the good and the bad!

Getting technical assistance and advice from other institutions

Finally, "Let's make some connections!"

Thank you!

Notes

1. The Title III staff and E-mail addresses are:

Jean Thoulag, Coordinator	title3@mail.fm
Chris Bull, Librarian Specialist	chrisbull@mail. fm
Dana Lee Ling, Math/Science Specialist	dana@mail.fm
Carol Wilson Duffy, CALL Specialist	TitleIIICALL@mail.fm
Sylvia Henry, CALL Mentor	nsflanglit@mail.fm
Vacant, System Network Specialist	sysnet@mail.fm
Jenny Hainrick, CD-Reference Librarian	Irc@mail. fm
Gordon Segal, Info Systems Specialist	gsegal@mail.fm

2. Affiliated Internet sites are:

http://www.interwork.sdsu.edu/com or
http://www.fm and click on the *Education* link

3. Internet Access for all labs and Learning Resource Centers is being funded by United States National Science Foundation Grants.

Daniel Peacock and the Foundation for Micronesia's Libraries

Nicholas J. Goetzfridt, Ph. D.
Robert F. Kennedy Memorial Library,
Learning Resources, University of Guam
Mangilao, Guam

Introduction

Summarizing a person's life work, as though time offers a semblance of truth if only one can isolate it objectively enough is always difficult. However, sometimes social, political and cultural realities in a changing environment make certain people's visions and beliefs important to understand. I think such is the case with Daniel Peacock's work with libraries in what was once known as the Trust Territory of the Pacific Islands. Today, we are gathered here to share our ideas in relation to our interests in libraries and in the profession of librarianship within the same geographical area that interested Daniel Peacock.

There are several ways one might discuss Daniel Peacock's impact on Micronesia in general, and specifically on such issues as literacy, education for librarianship and education for the people in a Micronesia that was, by the 1960s, being extensively influenced by the United States in the many ways that anthropologists, sociologists, educators, and economists have already dealt with.

One could approach Daniel Peacock's contribution to librarianship in Micronesia on the basis of the contrasting elements of indigenous knowledge, the oral tradition, the preservation of culture and the transference of an American print culture to Micronesia. This approach involves the application of social theories to the specifics of Micronesia and considers the events following the Kennedy administration's decision in the early 1960's to make a more concerted effort to align Micronesian societies with the United States. I generally took this approach in my doctoral dissertation (Goetzfridt, 1997) on the development of the public library in Micronesia under the auspices of the United States Library Services and Construction Act (LSCA). The Trust Territory became eligible for LSCA in 1966, despite the fact that the LSCA had been in existence (first as the Library Services Act) since 1956. This approach revealed many things about resultant problems when the broad objectives and expectations that the administrators of LSCA used for the United States were also applied to the unique cultures and people of Micronesia. How, for example, do books and their texts fit

into the context of valued indigenous knowledge and the practice among Micronesians of following standard expectations and cultural rules for learning and revealing traditional and therefore, very valued information and knowledge? What is the difference between the words *information* and *knowledge* when they are applied to librarianship and what do they mean to the indigenous people that libraries in Micronesia are primarily intended to serve?

Social and Cultural Context of Library Development

One only needs to look at the standard works on the history of libraries and librarianship published over the past fifty years to realize how important this social and cultural approach to understanding the presence of libraries in Micronesia is in relation to also understanding how they might best serve the people they are intended to serve. Every seminal work on American library history demonstrates the importance of "social forces" on the formation of libraries. For example, Jesse Shera's 1949 book *Foundations of the Public Library: The Origins of the Public Library Movement in New England, 1629-1855* is based upon the fact that the desire to have a place of books which anyone in a society can have access to is derived from changes in society -- changes that one might describe as *progress* in developing social institutions, a society's economic capacity and the need to provide equitable access to information to insure the preservation of democracy.

Democracy is an important social force in Oliver Garceau's *The Public Library in the Political Process* (1949) and certainly in Sidney Ditzion's 1947 book *Arsenals of a Democratic Culture: A Social History of the American Public Library Movement in New England and the Middle States from 1850 to 1900.* But don't let the age of these books fool you. The issues related to social forces that they discussed are as relevant now as they were then. And the challenges that recent revisionists in library history have thrown at the assumption that concepts such as democracy and the equality of access to information could be strengthened by libraries, have centered around the idea that it was actually the economic class structures that determined the timing and presence of public libraries.

Michael Harris (1975) practically shocked the library profession in the mid 1970's when he charged that the Boston Public Library, established in 1853 and the first public library in America, was created with the idea of controlling the mass of immigrants (particularly from Ireland) by exposing them to ideas that actually benefitted Boston's elite persons. One of the basic values that librarians had from this time period until at least the end of the nineteenth century was that libraries and the books in them were capable of transforming the aesthetic values and capacities of the masses at large. Librarians believed that they held the key for getting all people to appreciate what librarians (most of them women who were supervised by male library directors) believed to be *fine* culture -- not the kind of culture one could find in the dime detective novels available in common stores. Recent library historians have also documented such lapses in librarianship's values in intellectual freedom and equity of

information access during, for example, World War I when librarians across America and in Europe gladly took any books of a German nature off their shelves and threw them away.

Library Development in Micronesia

These examples are not meant to challenge our profession's core values but merely to remind ourselves of the continuous need to understand ourselves better, to understand what we do and why we do it. Which brings us full circle back to the first public libraries in Micronesia. What were their social forces? Since it is certainly true that Micronesian legends, mythologies and the unrecorded wisdom of the elders in Micronesia are valued among Micronesians now as they were at the time of the first libraries in Micronesia, we need to ask questions related to what social, political and cultural forces in indigenous societies led to not just the development of school libraries but to the public libraries as well which, by their very nature, are meant to accommodate a public demand for knowledge and information.

We all know of course that the library is tightly associated with books -- with information that is not oral in nature but written down so that ideas can be preserved as they are presented, examined and added to, or debated whenever people want to. We cannot do this when we talk to each other. We must respond immediately to what is said to us unless we were to record what a person says, take it home with us, and then respond into a tape recorder at our leisure. But by doing this, we lose the purpose of oral conversations and the oral means of presenting a learner with knowledge that she or he can value from the immediate experience of responding to what is explained by elders and by other respected possessors of important information.

The libraries that the Library Services and Construction Act made possible were not meant to do this although, as we shall see later, there is nothing that says that libraries have to be entirely textual in nature.

The time period in which Daniel Peacock served as the Supervisor for Library Services within the Education Department of the Trust Territory government was both an interesting and difficult time in terms of fitting the idea of the library of texts into Micronesia. A few years before the inclusion of the Trust Territory into the Library Services and Construction Act, the Kennedy administration had basically reversed the objectives of the Trust Territory Education Department, originally established to find a compromise between the realities of Micronesian life and cultural values and the seemingly shrinking planet that was bringing the countries of the world closer and closer, at least in the areas of economics and communication. The Director of the Trust Territory Education Department, Robert Gibson, staunchly maintained a island based priority perspective in which Micronesians were to have a strong role in determining how much the values of western education fit into their cultures and traditions. Gibson did not intend to distance Micronesia from the constantly changing dynamics of the world. But the presence of the Micronesian people themselves in the debates on education and

what fit where and how was meant to be a central element in the process of accepting and benefitting from change.

However, following the election of President John F. Kennedy in 1961, the United States government substantially increased its financial aid to Micronesia and adapted a policy focused on teaching the English language. But after reading even just the unclassified volume of the 1962 *Solomon Report* (United States Survey Mission to the Trust Territory of the Pacific Islands, 1962) that recommended using education in the classrooms and other means for bringing Micronesians toward permanent association with the United States, many would argue that this *aid* actually equated to an investment in America's military future in the Pacific. Certainly the atomic and hydrogen bomb tests in the Marshall Islands shortly after the end of World War II, and for several years afterwards, testifies to the credibility of this viewpoint.

And yet, at the same time, the economic changes within Micronesian societies themselves and the opportunities for employment in the contexts of this increased United States attention toward Micronesia became an important driving force for the relative ease with which this increased focus on an American model of education espousing American values was accepted and used in Micronesia. Eventually, this school system would become an industry of sorts, producing school graduates who were met with fewer and fewer job opportunities in the government sector. Meanwhile, the Vietnam War was already well underway. It was a war derived from a national fear of communism which some military and political strategists believed could consume all of Asia and anything within its reach -- including the Trust Territory of the Pacific Islands. Yet, concurrent with this, the navigator's wisdom remained in the hearts of the Micronesian people, the secrets of medicinal cures, the predictability of the behavior of reef fish, the best angle strokes for carving a canoe, and the spiritual fortitude of deceased ancestors remained an integral part of the oral foundations of communication between the Micronesian people from Yap to the Marshall Islands.

Given the variability of these social forces which, when considered together, constitute the conceptual framework of what anthropologists refer to as acculturation, it is unrealistic to expect that one man, Daniel Peacock, could have sorted out these very broad and complicated changes and the enduring elements of Micronesian cultures which continue in their complexities today. If one were to think of libraries in relation to the Kennedy initiatives to Americanize Micronesians through the English language and the classroom in general, it would be easy to think of libraries as simply additional tools to be used for this purpose. After all, the books in the LSCA public libraries came from western publishers. The books in these libraries were almost entirely written in English. The books were arranged according to a subject scheme of logic that originates from the ways in which scholars in the west have thought of knowledge and its categories. Libraries, because they contain books, are by their very nature also dependent upon the ability of people to read in the English language. This is why the element of social changes in Micronesia, particularly as they are related to the

centrality of western educational models in the Trust Territory, are important for understanding the many contradictions they continue to present to indigenous people.

When we acknowledge these various contradictions between culture and change, we can more easily appreciate the difficulties Daniel Peacock had in working within these contradictions and in also bridging gaps in changing Micronesian societies which continue, however, to reaffirm basic values that have remained a part of the peoples of Micronesia for as long as records, written or oral, can go back in time. This is one way to approach Dan Peacock's work. It involves discussions on the social forces behind these changes and how an individual such as Dan Peacock responded to the opportunities to make books available to the public through the LSCA, and to public school students through the United States Elementary and Secondary Education Act (ESCA) of 1965, a program started a few years earlier. It involves asking questions about the role of libraries in society and within unique cultural contexts. What role for example should libraries have in preserving oral traditions, in reaching nonreaders and nonusers of the public library, and in promoting literacy and understanding information relevancy among Micronesians?

But, because answering these questions remains an ongoing process, it may be easier to get at the essences of Dan Peacock's beliefs in and contributions to libraries and librarianship in Micronesia by looking at his career against the foundations of our the profession. As a note, when people in the social sciences talk about foundations, they do not mean the easy or elementary ideas. They are referring instead to the what can be seen as the foundations of a house -- the bricks upon which a profession builds itself. Sociologists talk about their *dead Germans* as the source of their foundations and are referring to writers such as Karl Marx, Max Weber, Emile Durkheim and several others. These people created works that others following them have draw upon, building on the ideas of these *dead Germans* and expanding them in response to social conditions. Scholarship on Marxist theory, for example, has produced hundreds of books and thousands of articles -- all of which relate to the ideas of one man -- Karl Marx.

Who then are the foundational thinkers of librarianship? When this question was recently asked of several educators in library schools, they basically concluded that librarianship has no agreed upon foundational thinkers (Pierce, 1992). There were several names mentioned by the educators including Jesse Shera and Piece Butler, who both had important roles in developing the work and programs of the first graduate school in library science at the University of Chicago in 1928. This program became the foundation for the way in which library science programs then developed in the United States. The University of Chicago's program and its revolutionizing of graduate library programs in fact had a direct effect upon the education that Daniel Peacock received at Drexel University in Pennsylvania in 1958.

But the name most often mentioned as a foundational thinker in the field of librarianship was S.R. Ranganathan. Ranganathan was a librarian in India who lived from 1892 to 1972.

Although he wrote a great deal about the kind of values and skills librarians should have regardless of where they work, and although he made a major contribution to classification schemes used in Asia and parts of Europe, his own professional foundation was based on his book *The Five Laws of Library Science* (1964), written in 1931. It is in the context of these basic five laws of Library Science that I would like to try to offer a sense of Dan Peacock's values in librarianship and how he tried to apply these laws, particularly Ranganathan's First Law, to the difficult and changing circumstances of Micronesia. I will start from the beginning of his career as a teacher in Palau in 1953 to his retirement a couple of years after the first *Pre-White House Conference on Library Services* meeting in Saipan in 1978.

Daniel Peacock and Ranganathan

According to Ranganathan (1964), the five laws of library science are as follows:

First Law	*Books Are for Use*
Second Law	*Every Reader His Book*
Third Law	*Every Book Its Reader*
Fourth Law	*Save the Time of the Reader*
Fifth Law	*The Library is a Growing Organism*

At first glance, all of these statements look very simple. You may say -- of course books are for use. Why else would a library keep them? But books have not always been for use. Libraries have existed throughout history that were often heavily guarded with books encased in steel brackets, chained to desks and available only to a select number of people from elite economic classes. Even at the time the American Library Association was formed, access to books were frequently restricted in libraries not only physically (the use of closed stacks was a common practice), but through time limitations. Librarians were often seen as custodians of books and the use of books was seen merely as a matter of access, without the participation of the librarian as an adviser to a user. In fact, the very first article written on the need for librarians to actually help users (as opposed to working merely as a book custodian) was published in the year 1876, the same year in which the American Library Association was formed in Philadelphia. And even today censorship remains a threat to the successful application of Ranaganathan's First Law *Book are for use*.

Micronesia's geographic realities makes Ranganathan's First Law particularly relevant. Daniel Peacock's efforts at applying the *Books Are for Use* Law was constantly challenged by the great distances between the isolated district centers of the Trust Territory and it is perhaps this reality which offers the best window into the difficulties that Daniel Peacock faced throughout his career in Micronesia. It accounts for the reasons behind his development of book box programs enabling potential users anywhere in Micronesia to request books from his district office on Saipan. Books on whatever subject the user was interested in would be put

into what Peacock once described as *laundry boxes*, shipped to the nearest district center and sent from that center to wherever the books were needed. (Goetzfridt 1997, p. 231).

Making books available for use also involves creating a conducive environment, including good chairs, tables and book shelves in the school library for the orderly arrangements of the books. Peacock's monthly reports as Supervisor of Library Services to the Director of Education contain many references to the efforts he made to redesign the small spaces available in the schools for library books. One of his fundamental beliefs was that if you make books available, it must be in a way that will encourage their use. In his May 1965 report on a visit to Chuuk, he wrote:

> "So long as books are housed with dignity and in an atmosphere that invites their use, 'customer demand' will very likely determine the nature and amount of space required. This demand should be watched and administrators should try to keep at least one step ahead of it." (Peacock, 1965a, p. 1).

This was before Micronesia was even considered for LSCA eligibility for public library services. Peacock also noted that

> "... there is good reason to believe that Truk will be in a good position to cope with future library needs. There has even been thought not only of the future needs of students while in school but after graduation. In other words, needs that we commonly prescribe to public library services." (Ibid. p. 2).

During this particular visit to Chuuk in 1965, Peacock came upon a small collection of books and Micronesia related serials kept in a glass case in the Chuuk Education Office. Peacock writes in this same report that the

> "Educational Administrator is well aware of the value of the kind of resource material referred to in the above paragraph. He is to be commended for having not only "sat on" what the department has but in procuring glass cases for them, and in many instances, displaying them to advantage. He is sitting in the midst of a rich collection to which titles are continually added, again, to his credit. However, ways should be found to make greater use of these things. He agreed that an arrangement similar to the Pacific Room at PICS [a room that Peacock had been instrumental in arranging] can be worked out whereby students and teachers can feel welcome to come in, browse and work. . . . The few really rare items can be kept under lock and key and at least one of their cases is designed for this purpose. But most of these resource materials should be out in clear view where they practically beg to be used. Further, our training and orientation programs should involve instruction in the care and use of these materials." (Ibid. p. 4-5).

This is the essence of Ranganathan's First Law and it mandates the kind of continuous reaffirmation of this basic but easily forgotten principle which, in a developing Micronesia, required a great deal of tenacity and imagination from Daniel Peacock because of the limited financial and physical resources he had to work with. In fact, apart from the social and cultural issues related to the role of libraries in the midst of culturally accepted ways of transmitting knowledge that I discussed early, following Ranganathan's principle that *Books are For Use* was probably the greatest challenge Peacock faced. The Library Services and Construction Act was originally based on the belief that people living in *rural* United States had just as much right to good library services as those accessing libraries in the big cities. But when librarians and their supporters conceptualized service to *rural* Americans, they were thinking of people isolated on farms and living in small farming or mining communities. They were not thinking at all about islands and they were certainly not thinking about indigenous knowledge and its contributions to social, cultural and education related information needs of Micronesians.

Although one can find examples of Peacock's adherence to Ranganathan's laws throughout the monthly reports and travel reports that he religiously filed from early 1965 until his retirement in 1980, a few excerpts from those sources offer basic evidence of professional values based upon making books accessible for anyone. From October 29 to November 9, 1965, Peacock visited Kosrae and encountered a suggestion of a library at the Kosrae High School. Enroute from Pohnpei, he traveled on a ship called the *MV Gunners' Knot* for a night and a day, noting during that time:

> "I had opportunity to browse through the ship's library. This is mentioned for its bearing on the reading interests of adult Micronesians. ... I saw evidence that both *Time* and *Newsweek* were being read. The newest literature to be seen in the library itself consisted primarily of paperbacks. These, I found it noteworthy, ran the entire range that one might find in a newstand rack. Some of them were of an educational nature but the significant observation, I think, is that the range of interest is wide and there is no evidence here of narrow tastes or limited horizons." (Peacock, 1965b, p. 1).

His curiosity about the reading interests of Micronesians, whether sailors or students, is a recurring theme not only in his reports but also in memorandums and notes to himself and occasionally in correspondence with *outside* officials and librarians in Hawai'i and the U.S. mainland. Although he did not systematically study the reading interests of Micronesians who used school and, eventually, public libraries, Peacock's desire to have a general sense of what was being used and what might be used in libraries is indicative of his dedication to perpetuating reading and making the best use out of the limited resources Micronesian libraries had before the LSCA became available. Peacock's adherence to Ranganathan's law of *Books Are for Use* makes the remaining four laws integral factors in his overall approach to libraries and librarianship in the Trust Territory. His description of this early visit to Kosrae, outlined

in a November 29, 1965 memorandum to the Trust Territory Director of Education, provides an example of his perspective toward the objective of libraries which was to make the best use of the available resources for the largest number of people -- a working theme that is very similar to the first motto used by the American Library Association when it was formed in 1876: "The best reading for the largest number at the least expense." (Wiegard, 1996, p.62).

Peacock describes his arrival on Kosrae from the *MV Gunner's Knot* as being "a not uncommon event in the world of Micronesia but most assuredly an unusual event in the world of librarianship." (Peacock, 1965b, p. 1). After being taken to the residence of a Mr. Grossman, a new teacher at the Kosrae high school, where he would live until the ship returned to Kosrae several days later, Peacock went to the high school to look at the library. The following excerpt from his memorandum serves as a standard example of Daniel Peacock's perspectives toward books and libraries -- that books were indeed for use and anything which could be done, despite physical and financial constraints, to encourage reading and an abiding respect for books was always worth doing. Peacock writes:

> "That same day it was possible to have a look at the high school and its library. I had been warned. The school has never had an abundance of anything save nature's wonders - notably water. Planned as a junior high school, and adequate to that purpose, the move to expand it into a senior high school as well, begun over a year ago, has not been accompanied by any appreciable expansion of facilities. Least of these was the library, which, in reality, has never had a permanent home. The library was wherever the books were. Upon my arrival, the books were in the office and the office was in the library with the two occupying a space no larger than a small classroom.
>
> Most of the school staff, including the Principal had had less than a month of the school year behind them and the physical and administrative needs of the school at that time of the year had been such that the imperatives of getting school underway had left little time for setting up the office and library area. (Both the Principal and the Librarian [Joshua Phillip] had been away from Kusaie during the summer, and books and supplies had piled up.)
>
> With ship schedules somewhat in doubt, hence not knowing how much or how little time I might have to lend a hand with what was obviously a job for rolling up sleeves rather than the opening of brief cases, I set to work at once. Mr. Gifford [the high school principal] set a rugged and determined example.
>
> Beginning that first afternoon and continuing until the job was done, I sorted books and removed a sufficient number of them from the area that was to be the library so that people could move about. Most of the books withdrawn and placed in storage were books received by Mr. Gifford from New York State addresses. They were fine books

and in good condition but they were, for the most part, not books that are normally found in a high school library - even one of sample size. They consisted primarily of novels that are no longer printed, and similarly out of date non-fiction. Mr. Gifford had been anxious to have these books looked over and put aside, certain, as he was in his own mind that this type of thing was not what his students needed.

Also removed was a large box full of quite good reading matter which was more suited to the 6th, 7th, and 8th grade levels than the upper grades of this high school. This box was called to the attention of the closest AESP Teacher and carried to the Principals office of her school." (Ibid. pp. 1-2).

That year, Joshua Phillip, the Kosrae high school librarian, spent much of the summer on Pohnpei, receiving practical training under Daniel Peacock -- partially in preparation for processing a substantial number of library books that had recently been ordered by the Trust Territory Education Department.

In this same memorandum, which contains numerous examples of the kind of *Books Are for Use* perspective that Peacock carried with him throughout his years as Supervisor of Library Services, Peacock writes about the appearance of at least 15 carpenters during his second day on Kosrae. These carpenters began work on partitions to separate a library office from the library itself with Peacock apparently providing his own insights into the design of the partitions to allow a maximum amount of light and air in the library. On his third day at the high school library, Peacock describes his treatment of mildewed and insect bitten books by using what he described as a *book spray* and his arrangement of a reference section apart from a circulating collecting using new library shelves created by the carpenters. He continues in this same report, expressing his concern about the need for better light at night for reading:

"In this school without electricity, students carry kerosene lanterns with them in the evening and study individually or by twos and threes huddled around these lanterns. Not only is the light from these lanterns difficult to study by, but the heat that emanates from them would be unendurable to persons not accustomed to these conditions. This, of course, raises questions as to just how much reading students can be expected to undertake. Certainly the books that students are assigned to read and those that have been selected for them should, wherever at all possible, be those that have large, clear type. Even those accustomed to these poor reading conditions should not be compelled to read fine print by lantern light.

Some corrective measures are being taken. Wednesday evening, Mr. Gifford and I installed a new lamp that is bracketed to the wall. With the addition of some two or three more of these the Library will become a coveted area for study purposes." (Ibid. p. 3).

Ranganathan notes that the predecessor to his First Law *Books Are For Use* was *Books Are for Preservation* based on old notions by the general public and librarians that the value of books justified protecting them and allocating their use to people who were first and most importantly, socially and politically privileged to have access; and secondly to those who, in association with those social rights, could be trusted to treat books in a way that would preserve them for future use. Of course, by the time Peacock had received his MLS from Drexel in 1959, these notions had long since dissipated from the ways in which librarians looked upon books, although of course the problem of looking upon users, particularly students and children, with suspicion may occur anywhere. But the important thing to note here is Peacock's abiding desire to make books available to these students, and later to the general public through the public libraries, in a way that maximizes the experience of reading. This was the reason behind his concern for adequate lighting at night for reading and the preference he had for large type texts because they were easier to read at night under these early conditions at the Kosrae high school library. This was also the reason he "rolled up" his sleeves on his first day on Kosrae and moved books around and set his sights on establishing a reading area that was comfortable, well lighted, and thus responsive to the basic value encompassed in Ranganthan's *Books Are For Use* law.

On the Monday of his second week on Kosrae, Peacock visited the 10th grade class at the request of English teacher Frank Grossman to discuss "books and reading in general." Here again we have an example of Peacock's interest in and instinctive approach to discovering the "reading interest" of a particular group of people. Peacock (1965b) wrote:

> "By the use of dust jackets from some of the new books, I was able to take an impromptu inventory of reading interest. Of the books discussed in this manner, biography and non-fiction seemed clearly to be preferred to fiction. Of the titles discussed, a biography of George Washington, and a historical book treating the invasion of Europe in World War II were preferred along with collective biographies of American Law Men (cowboys). There was some evidence in favor of a new book entitled *Man to the Moon*, but in general science books were not received enthusiastically. This was the barest of a sampling of student preferences in this school, but one point came through rather clearly: Kusaie students are very cautious to express interest in fiction of an unspecified quality. This would seem to illustrate the need here for librarian and teacher guidance toward good reading." (Ibid. p. 5).

And again, in the next paragraph, we come back to Ranganathan and Peacock's concern for creating an environment conducive to reading and thus for the further implementation of the basic *Books Are For Use* law. Peacock continues:

> "Monday was also given to what might be called beautifying the library. An open house had been planned by the Principal and several prominent guests were expected in the afternoon. Students brought in lovely flowers and ferns, and everything was

> righted and in order just in time. This event turned out to be a "library tea" which was attended by the District Administrator's Representative and Ms. Muhleman, both of whom expressed both pleasure and gratitude in what they saw." (Ibid. p. 5).

Finally, Peacock offers his thoughts about the achievements during his brief stay on Kosrae and provides yet another example of his devotion to making books widely available to everyone, despite whatever chance of book loss or damage that this availability entailed. Most telling is his final comment about a student who had recently borrowed a book and who had it with him when his canoe tipped over. He wrote:

> "The next and my final day on Kusaie, the flowers for the library tea had wilted, but the library retained its new look. But better than a new look is a well used look. This is especially important in Kusaie where dampness, insects, and especially rats, can damage books in a matter of days. Books that are handled frequently, taken on and off the shelf and moved about, stand a far less chance of being damaged. Educators both on and off Kusaie would do well to realize that the life expectancy of a book on an "outer island" like Kusaie can not be as long as that of books in the larger boarding schools of the more urban centers. On the Monday before my departure a new book was returned to the library by the student who had been the first to borrow it. (A biography of Benjamin Franklin.) I had seen this student reading this book on the previous Friday in the library. Like students all over the world he had found a book interesting enough to want to take it with him and he borrowed it. At Kusaie High School it is the custom that students go home for the week-end. For some of them this involves a trip by outrigger canoe. On this particular week-end this particular student's canoe turned over and his newly borrowed book, although not lost, was thoroughly soaked. The day before I too had been in a canoe that had nearly sunk under the waves. I could only be grateful that this student's book was not lost and that he had had the good sense to report the circumstances upon the book's return. I think that it can be presumed that Benjamin Franklin himself would rather have seen a book risked to the rigors of canoe travel than to see it saved under lock and key for an unknown reader in the indefinite future. Precautions, where possible, can and should be taken to ensure that books are used, protected, and cared for properly. But if these students of Kusaie are to have a fair chance in the highly competitive academic world, they surely need to have their handicaps reduced. Being certain that they have adequate and suitable reading matter in quantities sufficient to relieve undue worry of loss through normal use is one thing that can and is being done." (Ibid. pp. 5-6).

Peacock left Kosrae on November 9 aboard the *MV Kaselehlia*, stopping en route on Pingelap where he observed that although the AESCP school building there was the same type of building used in Kusaie, "what a world of difference environment makes. Kusaie and the Kusaieans should count their blessings." Upon his return to Pohnpei, Peacock recommended to the District Educational Administrator and the Kosrae high school principal that additional

books in the area of biography, applied science such as "the industrial and home arts," agriculture, and reference books should be acquired for the library. (Ibid. p. 6).

There is not enough time to go through the rest of Ranganathan's law of librarianship and relate Daniel Peacock's works and words to each one although there is plenty to be found relating to the laws in Peacock's travel reports, memorandums, in his correspondence with the University of Hawai'i's East-West officials who, partially through Peacock's persistence, periodically provided training to Micronesian librarians, in the articles and papers he occasionally wrote on his work as the Supervisor of Library Services, and in the comments he made over a period of several days that I met with him as I collected material to finish my dissertation. There is no lack of evidence to support Daniel Peacock's dedication to the basic principles that Ranganthan elaborates in his 1931 book, *The Five Laws of Library Science*. This book was written by a man from India who drew upon an intellect formed by Indian customary notions of information, society, culture and history, and is looked upon as the most unorthodox book in the canon of library foundation literature that I briefly mentioned at the start of this paper. Although the *laws* that he proposes seem basic enough, Ranganthan spends over 420 pages discussing them, using about three hundred separate sections to examine the laws in detail and occasionally relying upon the religion of Hinduism to make some of his points. But the reason Ranganathan's writings travel across the gamut of historical, social and technical issues related to librarianship is because these five laws are integral in nature. They cannot be separated without compromising any of the other laws which reflect the basic values of our profession. Law Two *Every Reader His Book* is based on making the First law *Books Are For Use* possible under every condition. The *Every Reader His Book* law recognizes the diversity of a public's interests and right to have access to whatever information he or she desires to have. It recognizes also the fundamental need for education to be available across all barriers of age, sex, color and economic classes that exist in most societies.

Law Three *Every Book Its Reader*, addresses the need to make it possible for readers to find specific books on specific subjects within the physical context of all other books in a library. This is of course the function of classification schemes -- the *Dewey Decimal* and *Library Congress* systems in the United States and parts of Europe and Ranganathan's facet analysis approach to subject classification encompassed in his *Classified Catalog Code* used in several Asian countries, including Ranganathan's native India. The important thing to note in relation to these five laws of library service is Ranganathan's scheme for classifying books on the basis of five abstract categories: *Personality, Matter, Energy, Space* and *Time* and the scheme's ability to add innumerable aspects to the way in which a particular subject is related to one of these five categories. It is Ranganathan's scheme, more than the *Dewey* or *Library of Congress* systems, which attempts to respond to the many ways readers conceptualize the world and its countless subjects. It is more flexible and responsive to the reader and is exactly the kind of perspective toward service that Ranganathan's laws expect librarians to have. It is certainly the kind of perspective Daniel Peacock had since one also gets a general sense from his reports and writings that the island environments of Micronesia required flexibility. There

is really no indication that he was unable to respond to the readers he hoped to reach by placing fiction in one spot in a library, biography in another, and science in still another.

Considering both the need for libraries in Micronesia and the unique cultural contexts in which Micronesian libraries exist, I think it is essential that Micronesians look at their own foundations as librarians in order to strengthen their own professional identities and understand their own place in Micronesia's future. One can start with Daniel Peacock. His emulation of the principles of librarianship encompassed by Ranganathan's laws flourished because of the integral nature of these laws and because of Peacock's understanding of them in his day to day work as the Supervisor of Library Services for the Trust Territory. Perhaps we can best see Daniel Peacock as a foundational worker who made his passion for books and their potential benefit to every human being contagious and the basis for his training and mentoring of Micronesian librarians. He very much wanted Micronesian librarians to understand not only the principles of librarianship. He also wanted them to apply these principles in libraries that he described in his 1972 LSCA State Plan as being "operated by and for Micronesians in keeping with the needs of Micronesia at a pace commensurate with the overall development of the Territory and its Pacific island neighbors." (Pacific Islands [Trust Territory]. Dept. of Education, 1972, p. 1).

Daniel Peacock worked in Micronesia at a time of change, both culturally and politically. The issue of the place of libraries in an unique Pacific region with an oral based heritage was not resolved during his tenure in Micronesia and continues to be unresolved. Perhaps the issue will never be resolved but will rather stand as a reflection of the richness of Micronesia's heritages and history that embodies both change and the traditions that Micronesians value most. And perhaps the best tribute that could be made to Daniel Peacock and his work for libraries and information access in Micronesia would be to continue to engage in this richness as it relates to librarianship and to strive toward an understanding of how libraries and information systems can best benefit the Micronesian people. Daniel Peacock has already laid the foundation.

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Presentation of
PIALA Lifetime Achievement Award
to
Daniel J. Peacock

Introduction

Nicholas J. Goetzfridt, Ph. D.
Robert F. Kennedy Memorial Library,
Learning Resources, University of Guam
Mangilao, Guam

Although the creation of Pacific Islands Association of Libraries and Archives (PIALA) came several years after the Trust Territory of the Pacific Islands dissolved into its current political entities, library services and issues in Micronesia existed long before PIALA was established. For that reason, the historical background is important to acknowledge not merely for the sake of history itself, but also because of the things we can learn from this history.

To begin, we can consider whether or not the development of libraries during the Trust Territory period has led in directions we are satisfied with, or are there goals from this past not yet accomplished that are still worth pursuing? Where do our values as librarians come from and how have they related to the many Micronesian cultures represented in PIALA?

As the person primarily responsible for coordinating the development of libraries when Micronesia finally received funds through the Library Services and Construction Act in 1966, Daniel Peacock has a fundamental place in this history. Many of the public and school libraries PIALA members work in today are largely the result of Daniel Peacock's efforts as the Trust Territory's Supervisor of Library Services. Many members of PIALA also benefitted from Daniel Peacock's many workshops and training sessions conducted for Micronesian librarians during the 1960's and 1970's. It is because of these and many other contributions to libraries in Micronesia and his important role in this history that PIALA is presenting Daniel Peacock the *PIALA Lifetime Achievement Award.*

Presentation

Isabel Rungrad, PIALA President
Yap State Public Library
Colonia, Yap
Federated States of Micronesia

Hello and good evening. I am deeply pleased to say a few words regarding Mr. Daniel Peacock. I first started working as a librarian in September 1972 at the Yap High School Library. I was freshly out of high school and had no slight idea what library work was. I was hired and was totally alone. No one was there to help me. I felt like I was punished and came up with lots of questions like "Why me?" "What I am doing here?" and so forth. Then, one day while looking in a file, I found a letter from Daniel Peacock, Supervisor of Library Services, Trust Territory of the Pacific Islands (TTPI). Something triggered off in my mind that I had to write to him. I did -- and to this day, I am very glad.

He answered my letter and from then on, we started corresponding. I turned to him for advice, instructions, directions and information and he always answered my letters. Although I was getting only letters from Mr. Peacock, I felt like I really knew him and was very close to him. He never lost his patience and was always willing to help and contribute.

In March of 1973, I received a Travel Authorization from him to go Saipan for a two week training session on library work. By the first week of April, I was in Saipan working with Mr. Daniel Peacock. I ended up staying there three weeks instead of two, and I enjoyed and learned a lot. You see, Mr. Peacock was not only a Library Supervisor for the TTPI, he was the father, friend and advisor to me and to the Yap High School Library.

So now, ladies and gentleman, I am very deeply honored to present to Karen Peacock this award. Karen, will you please accept this award from PIALA on behalf of your father, Dan Peacock.

Acceptance

Karen M. Peacock, Ph.D.
Pacific Collection
University of Hawai'i at Manoa Library
Honolulu, Hawaii

It is a great honor for me to represent my father, Daniel J. Peacock at this gathering. As many of you know, Dan worked in Micronesia from 1953-1980. Our first home was in Palau, where Dan was a teacher-trainer and later Director of Education. In 1958, my father attended Drexel University in Philadelphia, where he received his master's degree in library science. Our return to Micronesia brought us to Pacific Islands Central School on Pohnpei, where Dan was a social studies teacher and librarian. In 1966, the family moved to Saipan, when Dan took up the post of Supervisor of Library services for the Trust Territory, and worked in that capacity until his retirement in 1980. I should mention that during this time my mother worked as a secretary, and some of her fondest memories were her days working for the late Mr. Strik Yoma.

Since my parents left Micronesia, Dan has been engaged in research and writing. My mother, Shirley, is still his favorite editor, critic and supporter. Many of you know Dan's book, *Lee Boo of Belau: A Prince in London* (Peacock, 1987). He has in more recent years been working on short stories, a fictional memoir and a family history. In short, although he takes time out to watch his favorite sports events, he is always busy! One of the side effects of his career was my own decision to go into library work. Fortunately, my job at the University of Hawai'i Library's Pacific Collection allows me to see some of you on my occasional travels.

I see old friends in the audience who worked with my father and know how deeply he cared about library development in these islands. I extend to all of PIALA my deepest thanks for your generous gift and tribute. How fitting that this award should be a Palauan storyboard carving, for it was in Palau that our family's Micronesian years began. The kind words that Isabel Rungrad and others have offered this evening have touched my heart. I will convey to my father the messages that I heard on this lovely island of Kosrae. At this time, I should like to read a message my father wrote for me to bring to you:

> "ALOHA! I hope there are at least a few of you who will understand how out-of-character I feel in preparing a statement to be read on my behalf. I have never had any difficulty speaking for myself and do not recall any circumstance in the past wherein I felt it necessary to prepare what I would say in writing. Very possibly we would have had better quality workshops and conferences back in the sixties and seventies if I had. But I always believed in the advantages of spontaneity -- let the circumstances prescribe what needs to be said. It's rather like going for a check-up.

The doctor does not know in advance what he will say. Unfortunately, I do know what my doctors would say if I asked them if it would be alright for me to go off to Kosrae. "Where?" they would say. "Is there a fully equipped hospital there? they would ask me. And I would have to say, " I don't know; I haven't been there in over twenty years. All I know is there are churches, schools, a library and a lot of very nice people." "Well," they would say, "if that's all you know you'd better not go."

So much for my health. I hope that your health is in better shape and I hope that the health of the islands you represent is in better shape, thanks to your efforts to keep people informed -- to provide them with the wherewithal to be informed. If, at times, you feel inadequate to that task -- ask a doctor. I think you may have two or three in this audience and I know there are many more who are as close to you as your telephone, your E-mail or whatever modern means of communication you have access to.

Finally, let me thank you -- not just for the honor you have given me today, but for all the memories, most of which, I can assure you, are still in good health."

As we sit here this evening I know that in an apartment in Honolulu, Dan Peacock is thinking of us. His thoughts and his heart are, as always, with the people of Micronesia, and I know he will be thrilled to receive this beautiful gift. I thank you and wish you all success in your endeavors, for your work is important to your communities and your nations.

Representing my father at this PIALA conference has been a very emotional experience for me and if a few tears have been shed, they are tears of joy.

Reference

Peacock, Daniel J. (1987). *Lee Boo of Belau: A Prince in London.* University of Hawaii: University of Hawaii Press.

Farewell Remarks

Aaron F. Sigrah
Division of Support Services
Kosrae State Department of Education
Tofol, Kosrae
Federated States of Micronesia

I am so honored to be the one that presents the last remarks at this conference. There are three reasons for this. First, I get to be the one that everyone remembers most, just because I speak last. Secondly, I hate saying goodbyes just because that's the norm. Seriously, I do not like to say *good bye*. In Kosrae, we do not say *good bye*, *farewell* or anything to that matter. There is no word for *good bye*. What we say is *Kut fa ousun* literally meaning "We shall meet again." Another word we say is *Fasr* which means literally to walk. However, in this case it is used to mean *go,* with the assumption that you will always come back safely. The unspoken message behind that word *fasr* is that you go with all the best wishes, with the best of luck and with great success. This is our way of bidding fortune.

The third reason why I am happy to give this last remark is I get to be the one that bids *Kut fa ousun* and send you home sweet home. For this, I will not bid you farewell, but will say *fasr* knowing that what you have done here in Kosrae has been successful. From the first day you folks started coming in to this day, I have seen many things accomplished and I am so thankful for them. I will not name what those things are because I am sure they are all archived, stored and preserved in each and everyone of you.

Now can you see the success? I am trying to use the language that has been used this past week to prove it. Now that I have made you feel good about everything, let me get on with my supposedly farewell message.

I would like to bid you the best *fasr* and thank you for all the good things you have done. Your presence here has been a wonderful blessing to our librarians, the entire Department of Education staff, local government leaders, and the people of Kosrae. I know for a fact that we will miss you and will have to readjust to not having you around, coming into our offices to visit, to send E-mail and especially preparing refreshments for you. I hope you all had a wonderful and memorable visit in Kosrae. We hope to see you again.

On behalf of the Kosrae Department of Education people, our leadership at all government levels, our wonderful librarians and most importantly the people of Kosrae, I say *Kom Sulang, Kamagaar rok, Si yu'os Ma'ase*, make that a double, *Kilisou Chapur, Kaping kulangan karosie, Kulangan komassi onek, Lukun Kommol tata, Fa'afetai telei , Vinaka Vakalevu, Ma'uru'uru, Fakafetai, Mahalo Nui Loa,*

And last but not least, *Kulo Na Ma Lulap* -- Thank you very much.

PACIFIC ISLANDS ASSOCIATION OF LIBRARIES AND ARCHIVES (PIALA)

RESOLUTION
ON THE INTERNATIONAL PARTNERSHIP BETWEEN THE PACIFIC ISLANDS ASSOCIATION OF LIBRARIES AND ARCHIVES AND THE HAWAII LIBRARY ASSOCIATION

The Pacific Islands Association of Libraries and Archives (PIALA) comprised primarily of members from the different Pacific Islands states and nations (Commonwealth of the Northern Mariana Islands, Federated States of Micronesia consisting of the states of Chuuk, Kosrae, Pohnpei and Yap, Republic of Palau, Republic of the Marshall Islands and Territory of Guam) was established to foster, promote and develop information access and resource sharing in the region; and

Whereas, PIALA is a cooperative regional association of libraries, archives and museums, and

Whereas, the PIALA and the Hawaii Library Association (HLA) are both located in the Pacific and share common concerns; and

Whereas, Arlene Cohen, Guam representative to the PIALA Board, and Ruth Horie, Vice-President of HLA proposed to the respective Executive Boards of PIALA and HLA that an international partnership be established to exchange newsletters, discuss common issues, share ideas and expertise, attend each other's conferences and link homepages; and

Whereas, the respective Executive Baords of PIALA and HLA have approved the establishment of an international partnership between the two associations; and

Whereas, Ruth Horie, Vice-President of HLA, has attended the 8th annual PIALA conference in Kosrae, FSM as a gesture of goodwill; and

Therefore, be it resolved that the international partnership between PIALA and HLA be officially recognized; and

Be it further resolved that a copy of this resolution be provided to HLA and that the resolution be read at the 8th annual PIALA conference in Tofol, Kosrae, FSM, and also at the annual conference of HLA on November 22, 1998 at Honolulu, Hawaii, United States of America.

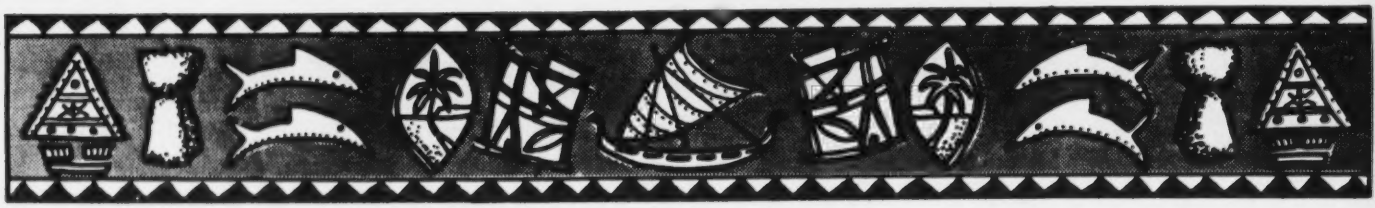
Approved and adopted by the PIALA board members on November 19, 1998, at the 8th Annual Conference held in State of Kosrae, Federated States of Micronesia.

Isabel Rungrad, President

Dakio Syne, Vice-President

Lynn Sipenuk, Secretary

Helen Mulchieg, Treasurer



PACIFIC ISLANDS ASSOCIATION OF LIBRARIES AND ARCHIVES (PIALA)

Resolution

The Pacific Islands Association of Libraries and Archives (PIALA) comprised of members from the different Pacific Islands states and nations (Commonwealth of the Northern Mariana Islands, Federated States of Micronesia consisting of the states of Chuuk, Kosrae, Pohnpei and Yap, Republic of Palau, Republic of the Marshall Islands and Territory of Guam) was established to foster, promote and develop information access and resource sharing in the region.

Whereas PIALA is a cooperative regional association of libraries, archives and museums, and

whereas there is a serious lack of library, archive and museum development to meet the information needs within each Pacific island state and nation, and

whereas there are varying levels of expertise in grant writing within the region, and

whereas encouraging competition between Pacific island states and nations is destructive to the cooperative networks beginning to develop in the region, and

whereas the Pacific Resources for Education and Learning (PREL) organization has been called by the Library Services and Technology Act (LSTA - Public Law 104-208) to facilitate the grants competition in the Pacific region, in conjuction with the U.S. Institute of Museum and Library Services (IMLS),

we therefore respectfully request that PREL be granted permission from the IMLS to use the 1998 budget funding formula for the future pending funds designated for grants from 1999 through 2002, and

we therefore respectfully request that PIALA be recongnized as a regional entity capable of applying for National Leadership Grants to address the needs of the member island states and nations.

Approved and adopted by the PIALA members at the 8th Annual Conference held in State of Kosrae, Federated States of Micronesia.

Isabel Rungrad, President

Dakio Syne, Vice-President

Lynn Sipenuk, Secretary

Helen Mulchieg, Treasurer

PACIFIC ISLANDS ASSOCIATION OF LIBRARIES AND ARCHIVES (PIALA)

Resolution

The Pacific Islands Association of Libraries and Archives (PIALA) comprised primarily of members from the different Pacific Islands states and nations (Commonwealth of the Northern Mariana Islands, Federated States of Micronesia consisting of the states of Chuuk, Kosrae, Pohnpei and Yap, Republic of Palau, Republic of the Marshall Islands and Territory of Guam) was established to foster, promote and develop information access and resource sharing in the region.

Whereas PIALA is a cooperative regional association of libraries, archives and museums, and

whereas there may be difficulties in some of the entities with the coordination between the local Departments of Education, and school and public libraries, which may limit access to information resources directly available through the school and/or public libraries, and

whereas students and teachers in the Micronesian region use public or school libraries to support the curriculum and instruction needs, and

whereas the Pacific Resources for Education and Learning (PREL) STAR School Project for Distance Learning was established to use technology to improve classroom teaching, teacher training, and provide instructional content, and

whereas to effectively support the PREL STAR School initiative, all resources including books, CD-ROMs, computer hardware and software, and audiovisual materials must be available as close to users as possible,

we therefore respectfully request that PREL make libraries an integral part of the STAR School Project and ensure distribution of their available resources to the school and/or public libraries. This includes placing the technology (CD-ROM, computer hardware and software, and audiovisual materials) not only within the local Dept. of Education offices but in the school and public libraries.

Approved and adopted by the PIALA members at the 8th Annual Conference held in State of Kosrae, Federated States of Micronesia on November 20, 1998.

Isabel Rungrad, President

Dakio Syne, Vice-President

Lynn Sipenuk, Secretary

Helen Mulchieg, Treasurer

THE FLORENCE NALEZNY WARPEHA BOOK AWARD

Contributed to PIALA
by Rita C. Warpeha of Silver Spring, Maryland
in Memory of Her Mother
in November 1998

PEOPLES AND CULTURES OF THE WORLD

In General

Children Just Like Me: Celebrations, by Barnabas and Anabel Kindersley. New York, DK Publishing, 1997. $17.95.

A Kaleidoscope of Cultures (Bibliography). Bethesda, Md., Marriott Library, Holton-Arms School, 1998? Free.

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Peoples of the Rain Forest, by Robert Low. New York, PowerKids Press, 1996. $13.95.

Local Libraries: Global Awareness; A Librarian's Guide to Global Programming for a Sustainable Future. Chicago, Ill., American Library Assn, 1998. Issued as insert in American Libraries (journal), June 1998.

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World of Festivals, by Philip Steele. Skokie, Ill., Rand McNally for Kids, 1996. $12.95.

Asia and Pacific

Across the Reef (South Pacific), by Peter DeAth. Auckland, New Zealand, Longman Paul, 1987. NZ$10.50.

Adventures of Yomba the Trickster (Papua New Guinea), by Ignatius Kilage. Mt. Waverly, Australia, Dellasta Pacific, 1994. NZ$12.95.

Aru in the Solomon Islands. Minneapolis, Lerner Publications, 1996. $22.60.

Children of Micronesia. Minneapolis, Carolrhoda Books, 1994. hb. $21.27; pb. $7.95

Children of Vietnam, by Marybeth Lorbiecki. Minneapolis, Carolrhoda Books, 1997. $21.27.

City Kids in China, by Peggy Thomson. New York, HarperCollins Publications, 1991. $14.89. Out of Print.

Count Your Way Through Korea, by Jim Haskins. Minneapolis, Carolrhoda Books, hb. $19.93; pb. $5.95.

Dropping in on China, by David C. King. Vero Beach, Fla., Rourke Book Co., 1995. Out of Print.

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Hush! A Thai Lullaby, by Minfong Ho. Pictures by Holly Meade. New York, Orchard Books, 1996. $15.95.

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Kazakhstan. Minneapolis, Lerner Publications, 1993. $23.93.

A Kibbutz in Israel, by Allegra Taylor. Minneapolis, Lerner Publications, 1987. Out of Print.

Nepal: Chandra Bahadur Ali's Painting, "Simple Living", by Jacquiline Touba and Barbara Glasser. New York, PowerKids Press, 1997. $15.95.

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The People of Laos, by Dolly Brittan. New York, PowerKids Press, 1997. $13.95.

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United States and Canada

A is for Aloha, by Stephanie Feeney. Honolulu, University of Hawaii Press, 1980. $11.95.

Aloha in Chinatown, by Mary O'Neill Ketchum. Aiea, Hi., Island Heritage Publishing, 1995. $11.95.

Angel of Rainbow Gulch, by Helen M. Swanson. Honolulu, Bess Press, 1992. $6.95.

Colors of the Navajo, by Emily Abbink. Minneapolis, Carolrhoda Books, 1998. $5.95.

Curse of Pele, by P.J. Neri. Honolulu, Bess Press, 1997. $4.95.

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Hawaii is a Rainbow, by Stephanie Feeney. Honolulu, University of Hawaii Press, 1985. $12.95.

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In My Family, by Carmen Lomas Garcia. San Francisco, Children's Book Press, 1996. $15.95.

Juba This & Juba That: 100 African American Games for Children, by Darlene Powell Hopson and Derek S. Hopson. Out of Print.

Konnichiwa! I am a Japanese-American Girl, by Tricia Brown. New York, Henry Holt, 1995. $15.95.

Last Dragon, by Susan Miho Nunes. New York, Clarion Books, 1995. $14.95.

Makoa and the Place of Refuge, by Jerry Cunnyngham. Honolulu, Bess Press, 1997. $4.95.

Palace of Stars, by Patricia Lakin. New York, Tambourine Books, 1993. $13.93.

Pearl Moscowitz's Last Stand, by Arthur A. Levine. New York, Tambourine Books, 1993. $13.93.

Talking Story with Nona Beamer: Stories of a Hawaiian Family, by Winona Desha Beamer. Honolulu, Bess Press, 1984. $9.95.

Tio Armando, by Florence Parry Heide and Roxanne Heide Pierce. New York, Lothrop, Lee & Shepard Books, 1998. $15.00

What Zeesie Saw on Delancey Street, by Elsa Okon Rael. New York, Simon & Schuster Books for Young Readers, 1996. $16.00.

Zora Hurston and the Chinaberry Tree, by William Miller. New York, Lee & Low Books, 1994. $14.95.

Africa

The Ancestor Tree (Nigeria), by T. Obinkaram Echewa. New York, Lodestar Books, $13.99.

Asante of West Africa (Ghana), by Jamie Hetfield. New York, PowerKids Press, 1996. $13.95.

A Family in Liberia, by Sally Humphrey. Minneapolis, Lerner Publications, 1987. $18.70.

The Fire Children; A West African Creation Tale, retold by Eric Madden. New York,

Dial Books for Young Readers, 1993. $14.50.

Jafta & the Wedding, by Hugh Lewin. Minneapolis, Carolrhoda Books, 1983, 1981. $18.60.

Kofi and His Magic (Ghana), by Maya Angelou. Photographs by Margaret Courtney-Clarke. New York, Clarkson Potter, 1996.

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Market Lady and the Mango Tree (West Africa), by Pete and Mary Watson. New York, Tambourine Books, 1994. $14.00.

Peoples of the Desert, by Robert Low. New York, PowerKids Press, 1996. $13.95.

South Africa: A Tapestry of Peoples and Traditions, by Jacqueline Drobis Meisel. New York, Benchmark Books, 1997. $24.64.

Take a Trip to Nigeria, by Keith Lye. London, Franklin Watts, 1984, c1983. Out of Print.

Zaire: A Week in Joseph's World. Photographs and text by Eliot Elisofon. New York, Crowell-Collier Press, 1973. Out of Print.

Zulu of Southern Africa, by Christine Cornell. New York, PowerKids Press, 1996. $13.95.

Mexico, Caribbean, Central and South America

Argentina: Marianela Forconesi's Painting, "My Father's Farm," by Jacquiline Touba and Barbara Glasser. New York, PowerKids Press, 1997. $15.95.

The Cay (Caribbean), by Theodore Taylor. New York, Avon Books, 1976, c1969. $4.50.

Children of Belize, by Frank Staub. Minneapolis, Carolrhoda Books, 1997. $21.27.

Children of Guatemala, by Jules Hermes. Minneapolis, Carolrhoda Books, 1997. $21.27.

Dropping in on Brazil, by David C. King. Vero Beach, Fla., Rourke Book Co., 1995. Out of Print.

The Dwarf-Wizard of Uxmal (Mexico), by Susan Hand Shetterly. New York, Athenum, 1990. $13.95.

A Family in Chile, by Jetty St. John. Minneapolis, Lerner Publications, 1986. $18.60

A Family in Jamaica, by John and Penny Hubley. Minneapolis, Lerner Publications, 1985, c1982. Out of Print.

Mario's Mayan Journey (Mexico), by Michael McCunney. Greenvale, N.Y., Mondo Publishing, 1997. $4.95.

A Haitian Family (Haiti and U.S.), by Keith Elliot Greenberg. Minneapolis, Lerner Publications, 1998. $16.13.

Lorenzo, the Naughty Parrot (Mexico), by Tony Johnston. Pictures by Leo Politi. San Diego, Harcourt Brace Jovanovich, 1992. $14.95.

Palampan Day (Caribbean), by David and Phyllis Gershator. New York, Marshall Cavendish, 1997. $15.95.

Popo and Fifina (Haiti), by Arna Bontemps and Langston Hughes. New York, Oxford University Press, 1993, c1960. $16.95.

Take a Trip to Brazil, by Keith Lye. New York, Franklin Watts, 1984, c1983. Out of Print.

Take a Trip to Mexico, by Keith Lye. New York, Franklin Watts, 1983, c1982. Out of Print.

Take a Trip to Peru, by Keith Lye. New York, Franklin Watts, 1987. Out of Print.

Take a Trip to Venezuela, by Keith Lye. New York, Franklin Watts, 1988. Out of Print.

Europe

Dropping in on England, by Lewis K. Parker. Vero Beach, Fla., Rourke Book Co., 1994. Out of Print.

A Family in Greenland, by Peter Otto Jacobsen and Preben Sejer Kristensen. New York, Bookwright Press, 1986. Out of Print.

A Family in West Germany, by Ann Adler. Minneapolis, Lerner Publications, 1985, c1984. Out of Print.

Maria de Sautuola: the Bulls in the Cave (Spain), by Fradin. Parsippany, N.J., Silver Press, 1997. $15.95.

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Take a Trip to Holland, by Chris Fairclough. London, Franklin Watts, 1983, c1982. Out of Print.

Take a Trip to Hungary, by Keith Lye. London, Franklin Watts, 1986. Out of Print.

Ukraine: A New Independence, by Rebecca Clay. New York, Benchmark Books, 1997. $15.95.

A Wagonload of Fish (Hungary), by Judit Z. Bodnar. New York, Lothrop, Lee & Shepard Books, 1996. $15.00.

Note to Micronesian Librarians: This list is meant to be used as either a "wish list" (to share with your supporters), or as a "buying list". Prices are subject to change, and there may also be an additional shipping/handling charge. Many of these publishers will offer a discount for libraries or schools. Titles identified as "Out of Print" are no longer available from the publisher.

PUBLISHERS/SUPPLIERS

American Library Association, 50 E. Huron Street, Chicago, Ill., 60611-2795 (fax: 312-440-0901; email: americanlibraries@ala.org; American Libraries Online:www.ala.org/alonline)

Avon Books, P.O. Box 767, Dresden, Tenn., 38225 (800-223-0690)

Atheneum
see Simon and Schuster

Benchmark Books
see Marshall Cavendish Corporation

Bess Press, 3565 Harding Ave., Honolulu, HI 96816 (800- 910-2377; fax: 808-732-3627; email: email@besspress.com; http://www.besspress.com)

Books Pasifika, P.O. Box 68446, Newton, Auckland 1, New Zealand (fax: (+64) (9) 3779528; email: books@pasifika.co.nz)

Carolrhoda Books
see Lerner Publications

Children's Book Press, 246 First Street, Suite 101, San Francisco, CA 94105 (800-788-3123; fax: 415-995-2222; email: cbookpress@igc.apc.org)

Clarion Books
see Houghton Mifflin Co.

Clarkson Potter
see Random House

DK Publishing, 95 Madison Ave., New York, NY 10016 (fax: 212-213-5240; http://www.dk.com)

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see Books Pasifika

Dial Books for Young Readers
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Franklin Watts
see Grolier Publishing Co.

Grolier Publishing Co., P.O. Box 1795, Danbury, CT 06816 (800-621-1115; fax: 800-374-4329, or 203-797-3143; http://publishing.grolier.com)

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Harcourt Brace Jovanovich
see Harcourt Brace & Co.

Harcourt Brace & Co., 525 B Street, Suite 1900, San Diego, CA 92101 (800-543-1918; Fax: 800-235-0256, or 619-699-6777; email: booksforkids@harcourtbrace.com)

Henry Holt & Co., 115 W. 18th Street, New York, NY 10011 (800-488-5233; fax: 212-633-0748, or 800-258-2769)

Houghton Mifflin Co., 181 Ballardville Street, Wilmington, MA 01887 (800-225-3362; fax: 212-420-5855; http://www.hmco.com/trade/)

Institute of Pacific Studies, University of the South Pacific
see University Book Centre

Island Heritage Publishing, 99-880 Iwaena Street, Aiea, HI 96701-3202 (800-468-2800; fax: 808-488-2279; email: islandheritage@worldnet.att.net)

Lee & Low Books, 95 Madison Ave., New York, NY 10016 (800-788-3123; fax: 510-658-1834)

Lerner Publications, 1251 Washington Ave. N., Minneapolis, MN 55401 (800-328-4929; fax: 800-332-1132 or 612-204-9208; http://www.lernerbooks.com)

Lodestar Books
see Penguin USA

Longman, Paul, Ltd.
see Books Pasifika

Lothrop, Lee & Shepard Books
see William Morrow & Co.

Marriot Library, Holton-Arms School, 7303 River Road., Bethesda, MD 20817-4697.

Marshall Cavendish Corporation, 99 White Plains Road, Tarrytown, NY 10591-9001 (800-821-9881; fax: 941-332-1082; email: marshallcavendish@compuserve.com; http://www.marshallcavendish.com)

Mondo Publishing, One Plaza Road, Greenvale, NY 11548 (800-242-3650; fax: 516-484-7813; email: mondopub@aol.com; http://www.mondopub.com)

Morrow Junior Books
see William Morrow & Co.

Orchard Books
see Grolier Publishing Co.

Oxford University Press, 2001 Evans Road., Cary NC 27513 (800-451-7556)

Penguin USA, P.O. Box 120, Bergenfield, NJ 07261-0120 (800-526-0275; fax: 201-385-6521)

PowerKids Press, Rosen Publishing Group, 29 E. 21st Street, ATTN Dept. D234561, New York, NY 10010 (800-237-9932; fax: 888-436-4643; email: rosenpub@ios.com)

Puffin Books
see Books Pasifika

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Rand McNally for Kids, 8255 N. Central Park, Skokie IL 60076-2970 (800-937-8000; fax: 847-673-0813; http://www.randomcnally.com)

Random House, 400 Hahn Road, Westminister, MD 21157 (800-726-0600; http://www.randomhouse.com)

Returned Peace Corps Volunteers (RPCV'S) of Wisconsin/Madison Calendar Project, P.O. Box 1012, Madison, WI 53701.

Scholastic
see Penguin USA (and http://www.scholastic.com)

Silver Press
see Simon and Schuster

Simon and Schuster, 299 Jefferson Road, Parsippany, NJ 07054 (800-848-9500)

Tambourine Books
see William Morrow & Co.

University Book Centre, University of the South Pacific, P.O. Box 1168, Suva Fiji.

University of Hawaii Press, 2840 Kolowalu Street, Honolulu, HI 96822 (888-UHPRESS; Fax: 800-650-7811, or 808-988-6052; email: uhpbooks@hawaii.edu; http://www2.hawaii.edu/uhpress)

William Morrow & Co., 39 Plymouth Street, P.O. Box 1219, Fairfield, NJ 07007 (800-843-9389; fax: 888-775-3260; http://www.williammorrow.com)

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